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ABSTRACT

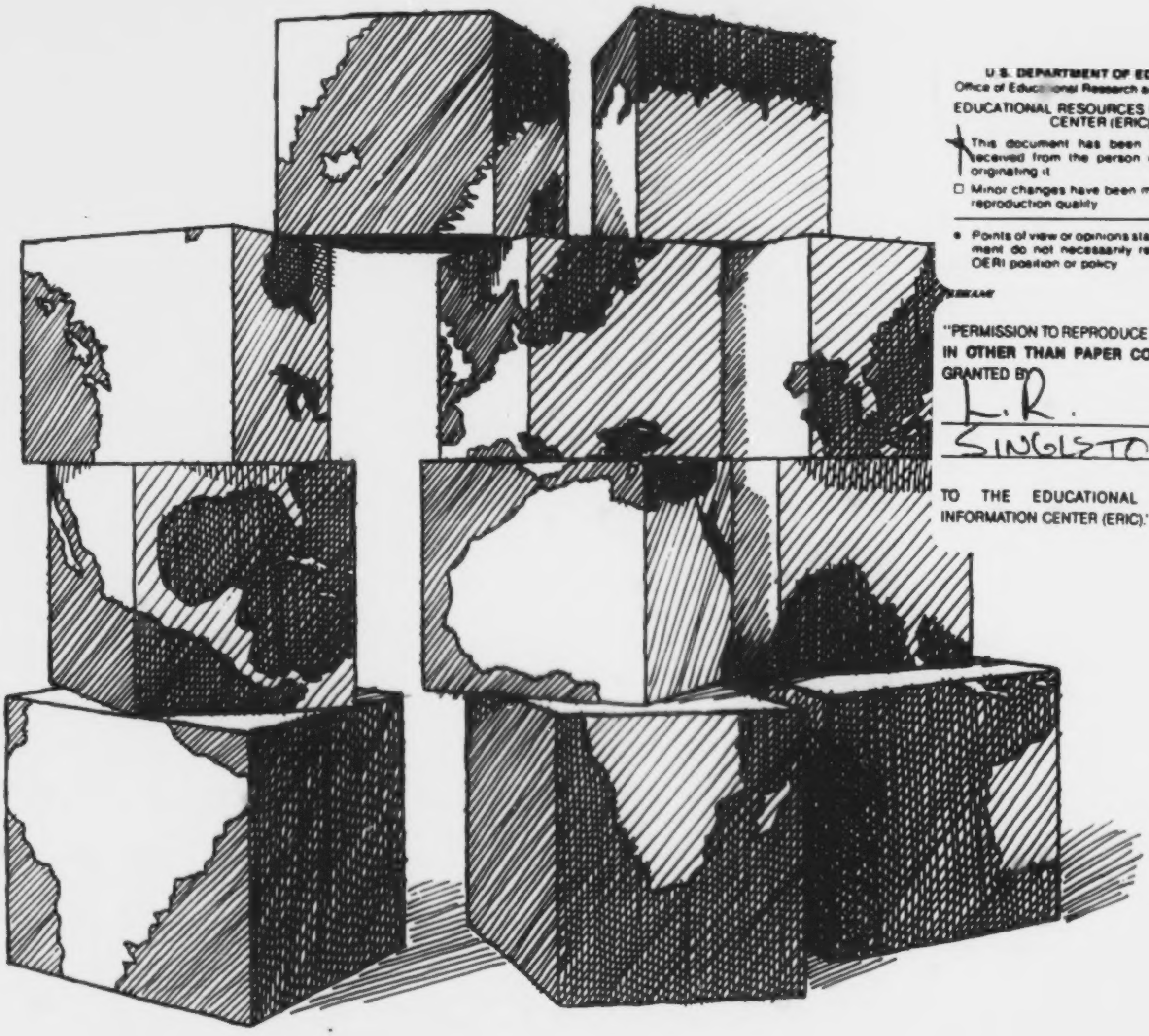
This activity book is the work of classroom teachers and is designed to address the need for global education elementary materials. There are 27 activities, organized into five sections, to help elementary teachers stimulate young students' global awareness and understanding. The activities are presented in a standard format: (1) a brief introduction; (2) a list of objectives; (3) recommended grade level; (4) estimated time required for the activity; (5) a list of needed materials; and (6) step-by-step procedures to complete the lesson. Some activities include suggested follow-up exercises, a bibliography, background information; and masters for student handouts. A list of resources for elementary teachers concludes the book. Section 1, "Introducing the Concept of Global Awareness," includes: (1) "People Puzzles"; (2) "Your Global Home"; and (3) "What Do We Know About...? What Do We Want to Know?" Section 2, "Studying Human Values," include: (1) "Toys and Folk Tales"; (2) "The Wisdom of Proverbs"; (3) "A World of Fiction: Global Insights in Literature"; (4) "Fun is Universal"; (5) "Faster, Stronger, Higher: Values and the Olympics"; and (6) "Education in Two Cultures: A Day in the Life." Flashlights, and Other Systems"; (2) "The World According to..."; (3) "The Conventions on the Rights of the Child"; (4) "Journeys That Made the World Smaller"; (5) "Sharing Our Global Environment"; and (6) "Adventure in Antarctica: A Case Study in Cooperation." Section 4, "Studying Global Issues and Problems," includes: (1) "Identifying Global Issues"; (2) "Population More or Less"; (3) "Protecting Children's Health"; (4) "Refugees"; (5) "Pesticides: A Global Problem"; and (6) "Endangered Species: Why and Where." Section 5, "Studying Global History," includes: (1) "A World of Intervention"; (2) "Migrations: People on the Move"; (3) "Architecture and Global History"; (4) "The Spice of Life"; (5) "The Global Gourmet"; and (6) "The American and French Revolutions." (EH)

ED 381 469

GLOBAL ISSUES

in the Elementary Classroom

(Revised Edition)



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GLOBAL ISSUES
IN THE ELEMENTARY CLASSROOM

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Paul T. Mulloy

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FOREWORD

Many activity books have been produced to help older students develop an appreciation for the global nature of issues that affect our society and an understanding of the interrelationships that bind us inextricably to other nations, regions, and peoples. Few collections of activities have been designed to help beginning students focus on broader global issues, the goal of this publication.

Learning and thinking with a global perspective does not mean stuffing more courses into an already-overstuffed curriculum. What is meant is something deeper and more pervasive: that every subject taught—science, history, geography, math, music, art, and, most emphatically, the basics of reading and writing—provides an opportunity for introducing young people to global issues and concepts that help them understand that the world is round, fragile, and fully packed. As a third-grade teacher once said, "Why not use population statistics and international currency exchange rates to teach arithmetic fractions? It's exciting for me and my students, and it offers a creative alternative to the standard methods for teaching the basics."

Not only is it important to present a global perspective across the curriculum, it is especially important that children be introduced to a global perspective as early as possible. National assessment studies indicate that children are most amenable to learning about other peoples and cultures between the ages of 7 and 12, certainly before the onset of puberty, when ethnocentrism and stereotypical thinking tend to increase dramatically. Today's students in this age group will live most of their lives in the 21st century. If these younger students learn to think with a global perspective, as adults they will be better able to cope with value choices in that complexity of puzzles called trade investment, arms control, conflict resolution, environmental protection, food production, and energy use.

Furthermore, it should be noted that Willard Kniep's model for bringing a global perspective into the curriculum does differ from the traditional K-6 curriculum in the United States. In the traditional curriculum, students in the primary grades examine themselves, their family, and their communities. As they progress, students go on to examine their state, their nation, and finally, the world. In contrast to presenting students with this sequence of "expanding environments," Kniep's model offers several advantages. It is a highly useful method for organizing a wide variety of information, ideas, and resources. It also allows teachers to use the materials presented here together as a unit or to integrate them with the regular classroom curriculum. Finally, it demonstrates that a global perspective can be introduced with some confidence at the elementary level, where it has been long neglected.

In conclusion, while the activities in this book are ready for classroom use, we welcome comments from teachers about how various activities can be improved and expanded. We hope teachers will find this an interesting and relevant addition to their collection of resource materials.

Paul T. Mulloy, Director
Massachusetts Global Education Project

INTRODUCTION

In its position statement on global education, the National Council for the Social Studies recognized the need "to improve and to expand the global dimensions of the social studies curriculum." Since those guidelines were first written in 1981, progress has been made, but there have also been setbacks. The materials available for teachers' use in developing global studies units or courses are still limited, particularly at the elementary level.

This book, which is based on the work of classroom teachers, is designed to address the need for elementary materials. It contains 27 activities to help elementary teachers develop young students' global awareness and understanding. The activities are organized into five sections. The first presents three activities designed to stimulate student thinking about the importance of learning about other parts of the world and their own relationship to these areas.

The remaining four sections of the book reflect the "four essential elements of study in a global education" proposed by Willard M. Kniep in *Social Education* (November/December 1986, pp. 536-542). These elements are:

- The study of human values (six activities)
- The study of global systems (six activities)
- The study of global issues and problems (six activities)
- The study of global history (six activities)

The activities are presented in a standard format; each includes the following sections: a brief introduction, a list of objectives, recommended grade level, an estimate of the time required to use the activities, a list of the materials needed, and step-by-step procedures. Some activities also include suggested follow-up exercises, a bibliography, teacher background information, and/or masters for student handouts.

A list of resources for elementary teachers concludes the book.

I. INTRODUCING THE CONCEPT OF GLOBAL AWARENESS

Preparing students to participate in a global studies program having the components covered in the following four sections of this book—studying human values, studying global systems, studying global issues and problems, and studying global history—involves helping them understand the importance of learning about other parts of the world and their relationship to it. For the youngest students (grades K-3), this may involve little more than helping them understand that all people are alike in certain very basic ways; that is the aim of Activity 1. Older students (grades 3-6) can be helped to see that interdependence is an integral part of our world today; Activity 2 is designed to achieve that objective. Students in the upper elementary grades can also begin to assess their own global knowledge, examining its accuracy and determining where they gained this information. Activity 3 provides a means for students to look at their own understanding of various areas of the world; this activity can serve as a baseline against which periodic comparisons can be made as students participate in activities from other sections of this book.

1. PEOPLE PUZZLES

Introduction:

This activity focuses on the idea that people have many of the same basic needs no matter where they live; those covered in the activity are food and water, shelter, love, and learning. The activity begins with a brief discussion of students' own perceived needs. Pairs or trios of students conclude that all people have similar needs. This activity would fit well in social studies units related to any of the needs covered.

Objectives: Students will be able to:

1. Use information from a picture to list four basic needs people have.

2. Explain that people have these needs no matter where they live.

3. Value the common ground that shared needs give all people.

Grade Level: K-3

Time Required: 1 class period

Materials and Preparation: Copy the puzzle provided at the end of this activity. Make enough copies so that every two or three students can have a puzzle to work with. Glue each puzzle to a piece of cardboard, laminate (if desired), and cut the pieces apart. You may want to put the pieces to each puzzle in a manila envelope. You will also need a world map or globe.

Procedure:

1. Define the word *needs* for students. Explain that a need is something people must have in order to live happy, healthy lives.

2. Ask students to brainstorm a list of things they need. After each item suggested, ask: Do you have to have that to live a happy, healthy life, or do you just want it?

3. Divide the class into pairs or groups of three. Give each a set of puzzle pieces and tell them to complete the puzzle.

4. When groups have completed their puzzles, ask them to read the names of the places given on the puzzles. Write these on the chalkboard and point them out on a world map or globe.

5. Next, ask students to describe what is shown in the pictures on the puzzles. As they mention items, ask if those items were on the list of their needs brainstormed earlier. Put a check next to each item. What do students think this shows? (People have the same needs no matter where they live.)

Activity developed by Laurel R. Singleton.

6. Ask students to think about this question: Which could they understand better: another person who has the same needs even though he/she has a different way of living or a space creature who does not need the same things as humans but does need an electric shock every hour and perfect silence for 10 hours every day? Let students share their ideas about this question.

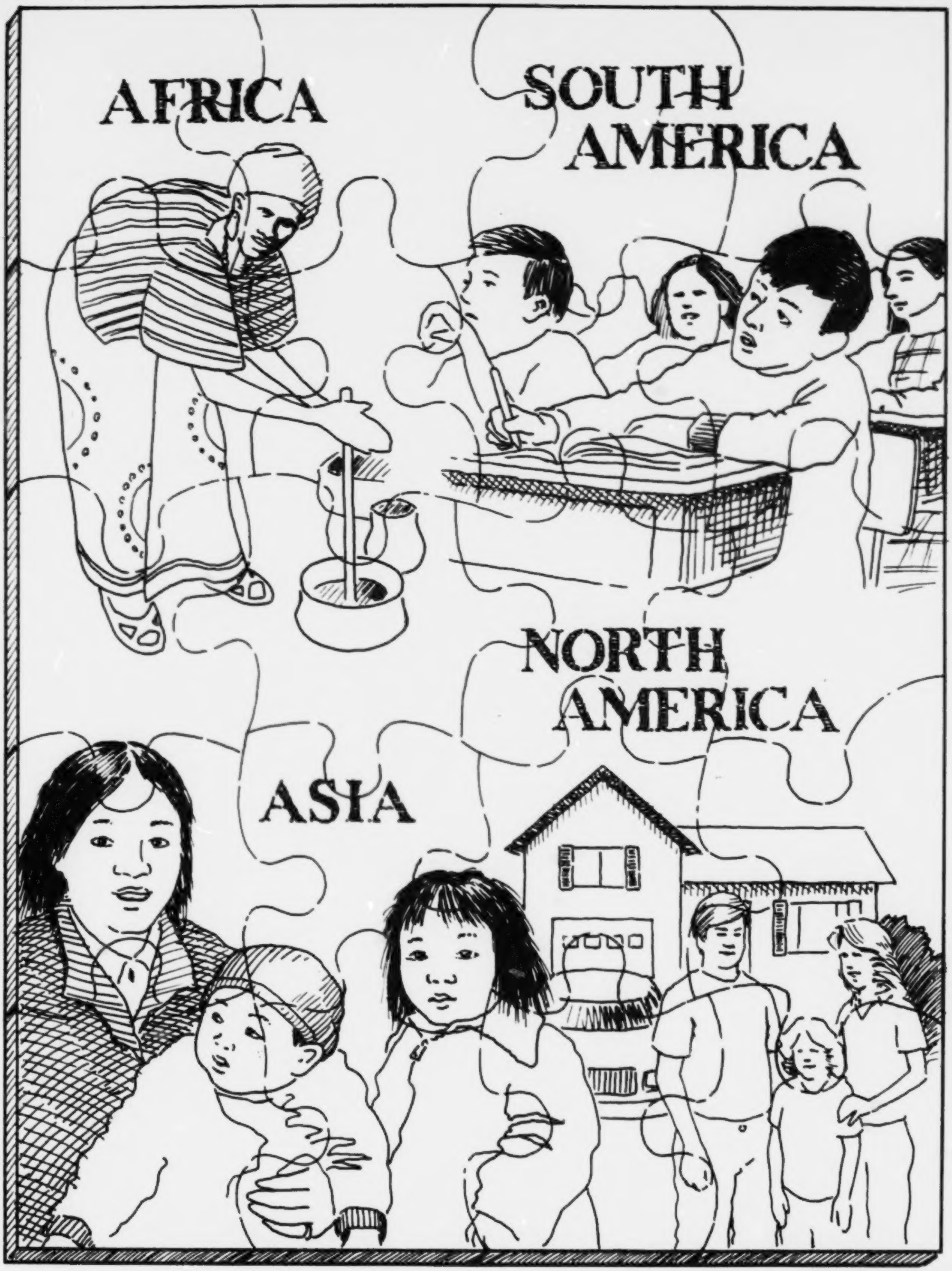
7. Explain that students will learn more about how people of the world are alike—but also different—and how they depend on each other as the year continues.

8. You may want to have students color the puzzles after the lesson has been completed. If you have laminated the puzzles, students should use water-based markers.

Follow-up:

From the school library or media center, select an age-appropriate book about a child in another culture. Tell students that, as you read the story to them, they should listen for things that are the same about themselves and the child in the story and things that are different. Read the story aloud. Then discuss the likenesses and differences students observed.

A Country Far Away, by Nigel Gray (New York: Orchard Books, 1989), presents a single narrative of events in a young boy's life. The dual illustrations show that people in diverse settings have different ways of living but also share many common aspects of culture. The book would be an excellent accompaniment to this lesson.


AFRICA
SOUTH AMERICA
NORTH AMERICA
ASIA

2. YOUR GLOBAL HOME

Introduction:

This activity introduces students to the notion of interdependence by focusing on economic interdependence. Students first discuss and define key terms used in the lesson. They then read an economic products map showing raw materials exported from various nations. They identify examples of these products in the school. They then receive a manufactured products map, which they take home for use in a home inventory. They share results and construct a class bulletin board illustrating what they learned.

Objectives: Students will be able to:

1. Define the following terms: *global, depend, trade, raw materials, manufactured goods.*

2. Identify raw materials and manufactured goods in their own school and home that might have come from another nation.

3. Read an economic products map.

4. Appreciate the economic contributions of various nations.

Grade Level: 4-6

Time Required: 1 1/2 class periods

Materials and Preparation: Make enough copies of Handouts 2-1 and 2-2 for all students. Clear a bulletin board space for the activity-concluding project. You will need a large world map that you will not mind putting pins into, a number of pushpins, string, drawing materials, and a globe.

Procedure:

1. Display the globe and review what a globe shows. Ask students to speculate on what the world *global* might mean. (Involving the entire world) What would it mean if you asked about their "global home"? (It might mean the earth itself or it might mean their own homes, since they have items from all parts of the world in their homes.)

2. Ask why the fact that students have items from other parts of the world in their homes shows that we depend on other people around the world. (Because we need the items that we trade with them to get.) Do these people depend on us too? (Yes, because they need the items they buy with the money we use to purchase their goods.)

3. Distribute Handout 2-1. Help students interpret the map by reading its title and checking the key. Ask them to look for examples of the products shown on the map or goods made from those products in the classroom (they may include items from their lunches also). Post the items that they mention on the chalkboard.

Activity based on a lesson developed by Paul Mulloy.

4. Distribute Handout 2-2. Again, help students interpret the map. Be sure they understand the difference between raw materials and manufactured goods. Tell them that they are to look for examples of the manufactured goods shown on the map in their homes tonight. They may wish to bring in tags or labels from the items if possible.

5. Ask students to share the results of their home inventories. Again post the items they list on the chalkboard. If some students had few or no items, you may wish to discuss the idea that some people feel it is important to buy goods made by American workers and therefore try to avoid goods made in other countries.

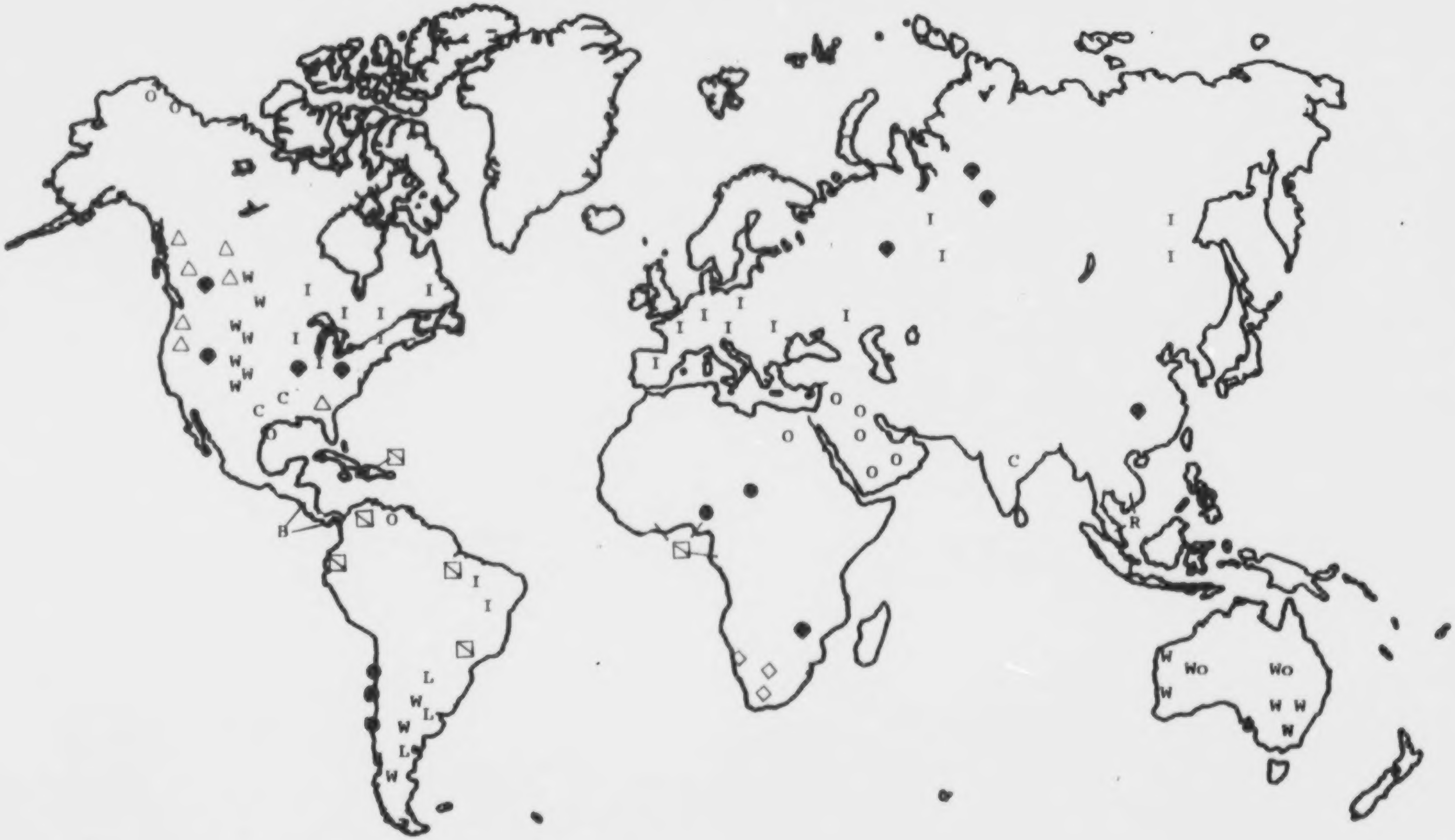
6. Point out that there are also products shown on the United States on the two maps. What happens to these products? (Some are used in the United States and some are sold to other countries.)

7. Have students work in small groups to create a bulletin board showing the results of the class research. Each group can be assigned to a particular geographic area, or groups can be assigned an equal number of items on the chalkboard list. Provide a large world map, pushpins, string, and drawing materials for student use in preparing the display.

Follow-up:

Have students conduct an economic interdependence scavenger hunt. Divide the class into groups of about four students. Assign each group three countries, preferably on three different continents. Tell students to look in their homes or local stores for products from those three countries. Each group that finds at least two products from each of its countries is a winner.

WORLD PRODUCTS: SELECTED RAW MATERIALS



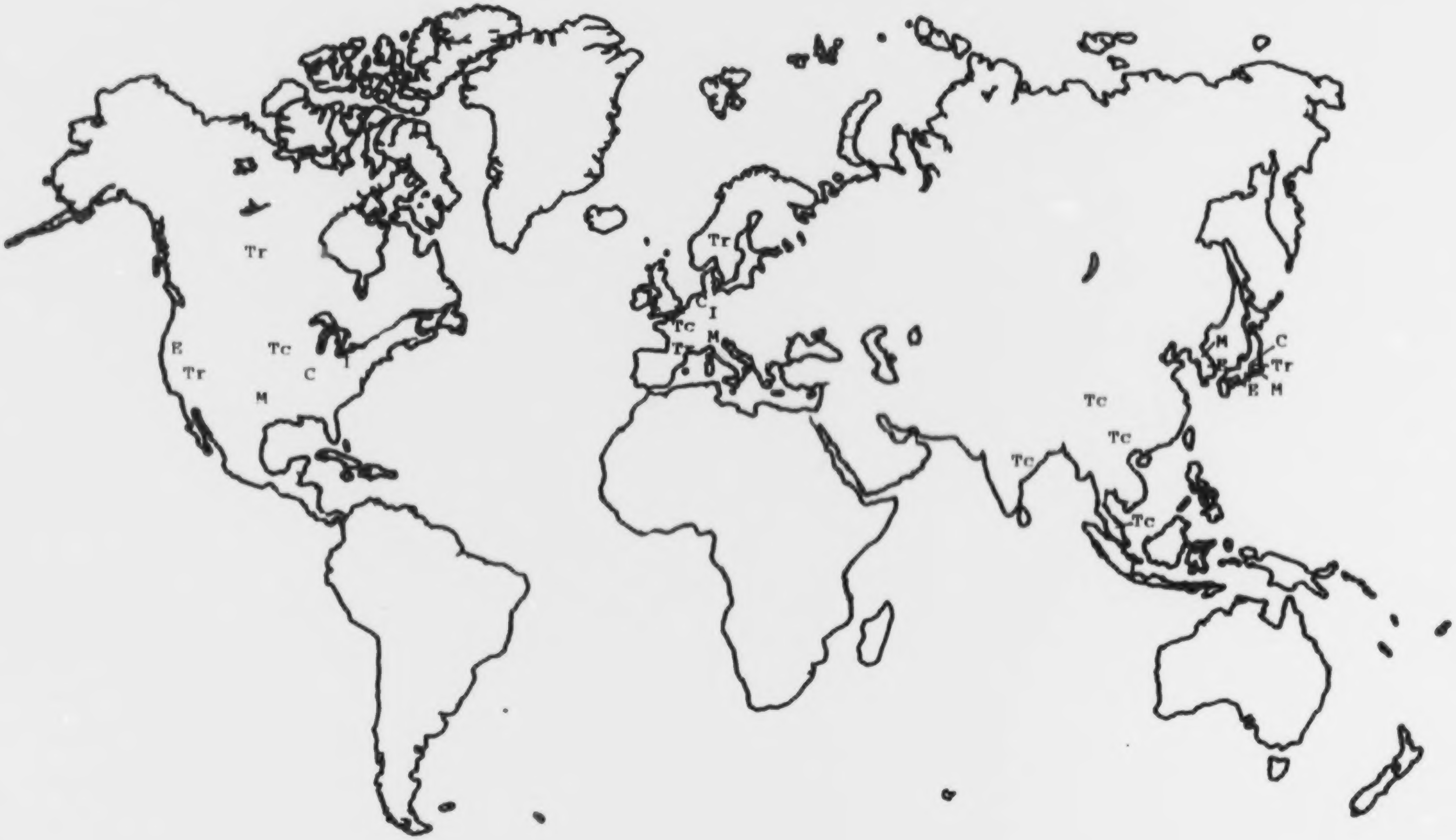
Key:

O - Oil
● - Coal
I - Iron ore
• - Copper

◇ - Diamonds
W - Wheat
B - Bananas
⧄ - Cacao
Wo - Wool

R - Rubber
L - Leather
C - Cotton
△ - Lumber

WORLD PRODUCTS: SELECTED MANUFACTURED GOODS


Tr
E
Tr
Tc
C
M
Tr
C
I
Tc
M
Tc
Tr
M
C
Tr
E
E
M
Tc
Tc
Tc
Tc

Key:

Tr	Transportation equipment
C	Chemicals
Tc	Textiles and clothing
M	Machinery
E	Electronics
I	Iron and steel products

3. WHAT DO WE KNOW ABOUT...? WHAT DO WE WANT TO KNOW?

Introduction:

Students begin this activity with an open-ended card sort using the names of countries from around the world. Following a discussion of the classification systems they used to sort the countries, they re-sort them based on geographic region. They then conduct a K-W-L (know-want to know-learned) exercise on each region to set the stage for further learning.

Objectives: Students will be able to:

1. Classify countries and explain the classification system used.

2. Categorize countries according to geographic region.

3. Identify some things they know about each region and where they gained that information.

4. Recognize that information gained from some sources may be more accurate than information from other sources.

5. Identify questions they would like to have answered regarding each geographic region.

Grade Level: 5-6

Time Required: 2 class periods plus additional work time in or out of class

Materials and Preparation: Make a set of the Country Cards for each group of three students; each group will also need a piece of posting paper and a marker. Prepare another set of posting sheets with the names of the continents on them. You will also need an up-to-date wall map of the world; it should be covered for the first part of the activity. Students will need access to resource materials on their assigned regions.

Procedure:

1. Divide the class into groups of three and give each group a set of Country Cards. Explain that each card shows the name of a country and some basic information about it. Students are to sort the cards into groups of their own choosing. They can use information from the cards or things they already know about the countries in grouping the cards. Ask students what kinds of categories they might use to do the sorting. (Some examples are language spoken, type of government, new/old country, location, big/small country, and so on.) As students are working on the classifying task, distribute posting paper and a marker to each group, monitoring group progress as you do so. When students in a group have agreed on the classification scheme, they should write the names of the countries on the posting paper in groups, labeling each group with a title that shows the special characteristics shared by the countries in the group.

Activity developed by Laurel R. Singleton.

2. When the groups have finished their work, allow time for them to review other groups' posting sheets. Construct a class list of the various classification schemes used to group the countries.

3. Conduct a discussion of what the classification schemes show about the class's knowledge of other countries. For example, were any of the groups unable to classify the countries by location because they weren't sure where some countries were located? Where did students get the information they used in classifying? How confident are they that their information is accurate? Do they feel more confident about some sources of information than others?

4. Tell students that they are going to have a chance to re-sort the cards, this time using a map. How confident would they feel sorting the countries by location using a map? Why would they feel confident or not confident?

5. Display the world map and the posting sheets showing the names of the regions or continents and ask students to sort the cards according to this scheme. Allow time for students to complete and check their work.

6. Next, ask students how much they think they know about each of the regions shown on the posting sheets. Where do they get most of their information? Do they think some sources of information are more accurate than others?

7. Divide the class into six groups, assigning each group one region. Ask each group to write what they know about the region on the posting sheet. After about five minutes, have the groups rotate, so that each group moves to a new posting sheet, where they can add to or question items from the first group. Continue rotating the groups until each group has had a chance to write on all but one posting sheet (later cycles will not take as much time).

8. When groups circulate to the last posting sheet/region, tell them that this is the region in which they will become experts. Their job over the next several days is twofold: (1) to verify or disprove the information that the other groups indicate they "know" about this region and (2) to generate a list of questions about this region that they would like to have answered during the course of their studies. Discuss the resources available for students' research. Encourage students to include questions about the relationship between their region and others.

9. When students have completed their work, ask them to create two lists: things they know about the region and things they want to learn about it. Post these lists around the room or make copies available to all students for inclusion in their social studies notebooks. Encourage students to fill in information on a third list—what they learned—as they continue their global studies.

Follow-up:

Invite foreign students and/or immigrants from each of the regions being studied to visit the class and discuss with students their perceptions of the visitor's home country and region. You may want to focus on particular questions about the region your students have generated, as well as on the idea that generalizations about a region may not all be true for one specific country or city in that region. Encourage students to think of generalizations about North America (or even the United States) that would not be true for their state or city.

CANADA
Area: 3,851,809 sq. mi.
Population (est.): 26,527,000
Major Languages: English, French
Major Religions: Catholicism, Protestantism

JAPAN
Area: 143,574 sq. mi.
Population (est.): 123,778,000
Major Languages: Japanese
Major Religions: Shintoism, Buddhism

GERMANY
Area: 117,777 sq. mi.
Population (est.): 77,555,000
Major Languages: German
Major Religions: Protestantism, Catholicism

NEW ZEALAND
Area: 103,884 sq. mi.
Population (est.): 3,397,000
Major Languages: English, Maori
Major Religions: Protestantism, Catholicism

ARGENTINA
Area: 1,027,067 sq. mi.
Population (est.): 32,291,000
Major Languages: Spanish
Major Religions: Catholicism

HONDURAS
Area: 43,277 sq. mi.
Population (est.): 5,261,000
Major Languages: Spanish, Indian dialects
Major Religions: Catholicism

AUSTRALIA
Area: 2,966,150 sq. mi.
Population (est.): 16,646,000
Major Languages: English
Major Religions: Protestantism, Catholicism

LITHUANIA
Area: 25,174 sq. mi.
Population (est.): 3,682,000
Major Languages: Lithuanian
Major Religions: Catholicism

IRAQ
Area: 169,284 sq. mi.
Population (est.): 18,782,000
Major Languages: Arabic, Kurdish
Major Religions: Islam

CUBA
Area: 44,218 sq. mi.
Population (est.): 10,582,000
Major Languages: Spanish
Major Religions: Catholicism

ZIMBABWE
Area: 150,699 sq. mi.
Population (est.): 10,205,000
Major Languages: English, Sindebele, Shona
Major Religions: Christianity, Animism

COLOMBIA
Area: 455,355 sq. mi.
Population (est.): 32,589,000
Major Languages: Spanish
Major Religions: Catholicism

INDIA
Area: 1,229,737 sq. mi.
Population (est.): 850,067,000
Major Languages: Hindi, Bengali, others
Major Religions: Hinduism, Islam

SPAIN
Area: 194,885 sq. mi.
Population (est.): 39,623,000
Major Languages: Spanish
Major Religions: Catholicism

SOMALIA
Area: 246,199 sq. mi.
Population (est.): 8,415,000
Major Languages: Somali
Major Religions: Islam

SOUTH AFRICA
Area: 437,876 sq. mi.
Population (est.): 39,550,000
Major Languages: English, Afrikaans, 9 Bantu languages
Major Religions: Protestantism, Catholicism

MALAYSIA
Area: 128,328 sq. mi.
Population (est.): 17,053,000
Major Languages: Malay, Chinese, Tamil, English
Major Religions: Islam, Buddhism, Hinduism

UNITED STATES
Area: 3,540,939 sq. mi.
Population (est.): 250,372,000
Major Languages: English
Major Religions: Protestantism, Catholicism, Judaism

RUSSIA
Area: 6,593,391 sq. mi.
Population (est.): 146,000,000
Major Languages: Russian
Major Religions: Russian Orthodox

GREAT BRITAIN
Area: 94,247 sq. mi.
Population (est.): 57,121,000
Major Languages: English, Welsh, Gaelic
Major Religions: Protestantism

UZBEKISTAN
Area: 158,069 sq. mi.
Population (est.): 172,700
Major Languages: Uzbek
Major Religions: Islam

TANZANIA
Area: 364,900 sq. mi.
Population (est.): 26,070,000
Major Languages: Swahili, Bantu, Arabic, English
Major Religions: Christianity, Islam, Animism

CHINA
Area: 3,691,521 sq. mi.
Population (est.): 1,130,065,000
Major Languages: Chinese
Major Religions: Confucianism, Buddhism, Taoism

PARAGUAY
Area: 157,047 sq. mi.
Population (est.): 4,660,000
Major Languages: Spanish
Major Religions: Catholicism

II. STUDYING HUMAN VALUES

Studying human values involves students in looking not only at those universal values that all humans share but also at the diverse values that result from belonging to a particular culture. Thus, the activities in this section are designed to help young students examine the values they share with peoples of other cultures and the unique values of various cultures. They also learn about some of the many ways in which values are expressed. These include toys and folk tales (Activity 4), proverbs (Activity 5), literature (Activity 6), children's games (Activity 7), sports, specifically the Olympics (Activity 8), and school (Activity 9).

4. TOYS AND FOLK TALES

Introduction:

Children in all cultures have toys, but the kinds of toys vary depending on such factors as the materials available and the culture's values. Toys in many cultures are linked to folk tales, which also reflect values. In this activity, students compare toys from various cultures, listen to a folk tale related to one toy, and then write their own short folk tales about toys. This activity could be used in language arts, as well as social studies.

Objectives: Students will be able to:

1. Give reasons why toys in different cultures are different.
2. Explain how a folk tale is related to a toy.
3. Identify a value embodied in a folk tale.

Grade Level: K-3

Time Required: 1 class period

Materials and Preparation: Duplicate enough copies of the "Toy Catalog" so each pair of students can have one. Fold the "catalogs" as indicated, so they resemble small books. If desired, locate sources of additional folk tales. A bibliography is provided at the end of the lesson.

Procedure:

1. Pair students off and give each pair a "Toy Catalog." If students cannot read the descriptions, read them aloud with the class. Allow time for students to select the toys they would most like to have.

2. Discuss students' choices, focusing on the reasons for their choices. Ask the following questions:

   - Why do people have toys?
   - How are these toys like your own toys?
   - How are they different?
   - What can you learn about children by looking at their toys?
   - Why are these toys made from the materials they are made from?

3. Tell students you are going to read a folk tale—a story handed down from parents to children in a culture—related to one of the toys. Read "Spider and the Magic Cooking Pot."

Activity based on a unit developed by students in Jacqueline A. Abbott's course "The Young Child and the Curriculum: Social Studies," Spring 1987, Eastern Connecticut State University.

SPIDER AND THE MAGIC COOKING POT*

> In the land of Ashanti, where the Spider lived, there is neither winter nor summer. Instead, there is a dry time and a rainy time; and during the dry time, it is very hot and there is no rain at all.

Once long ago, before your grandmother was a little girl, there was a very long dry time. The rain did not come and there was little food for people to eat. Spider was hungry, and so were his wife and his children.

One day, Spider set out to look for something to eat. He walked for a day and a night. At last he came to the shore of the sea. He shaded his eyes and looked out over the water. There, a little way from the shore, was a tiny island. It had just one tree on it. The tree stood near the edge of the water and was covered with large green coconuts.

Spider's heart pounded. If only he could reach the island! Those beautiful coconuts would be filled with milk, and their meat would be fine and sweet.

Suddenly Spider saw a small boat lying on the shore. He pushed it into the sea and rowed toward the island.

"What a strange little island," Spider said to himself when he reached the shore. "There seems to be magic about it."

In no time, Spider climbed the tree and began to pick the huge nuts. He tried to drop them into the little boat. But each nut fell into the sea instead. He tried again and again, but the nuts splashed down into the water and disappeared.

Finally, Spider could stand it no longer. He jumped into the water. Perhaps he could fine one or two nuts. To his surprise, he sank deeper and deeper. Something pulled him down—down into the blue-green water until he reached the very bottom of the sea.

There, in front of him, was a little house made of sea shells, and in the doorway stood an old, old man.

"My name is Thunder," said the old man, "and I am king here. Who are you, and why have you come to my island?"

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*From *More Adventures of Spider*, by Joyce Cooper Arkhurst (New York: Scholastic, 1972). Reprinted by permission of the publisher.

Spider told Thunder about the dry season, and how he and his family had nothing to eat. The old man felt sorry for Spider and kindly offered to help him. He went inside the little house made of sea shells. In a moment he returned carrying a small black cooking pot.

"Take this pot," he said, "and rub it. Then wait a moment, and say to it, 'Do whatever you would do for the old man Thunder.' The pot will give you all the food you can eat."

Spider was overjoyed. He rubbed the pot and said, "Do whatever you would do for the old man Thunder!"

At once, the pot was filled with delicious food. There was steaming rice and cassava and meat. Spider ate until he could eat no more. And then he started the long journey back to his village, thinking how happy his family would be.

But as he got closer to home, he began to change his mind. And the closer he got, the more his mind changed.

"Why should I share this wonderful pot with anyone?" Spider said to himself."I shall hide it in a secret place and keep it all for myself."

And that is just what Spider did. He took the magic pot deep into the forest. He dug a hole and put the pot in it and covered the hole with leaves. At night, when everyone was asleep, he took the pot out and ate to his heart's content.

Time passed. Spider's eldest son, Kuma, began to notice that spider was getting fatter. He was getting fatter and fatter, while everyone else got thinner and thinner. How could this be? Kuma decided to find out.

Kuma turned himself into a fly and followed Spider wherever he went. Of course, he soon discovered the magic pot. He discovered the magic words too.

One day when Spider was out, Kuma told Aso, his mother, about the wonderful pot. Aso took the pot from its hiding place. She rubbed it and waited a moment. Then she said, "Do for me whatever you would do for the old man Thunder." At once the pot was filled with food. Aso and all her children had a delicious meal.

Then Aso took the pot to the marketplace in the middle of the village. She asked it to feed the whole village, because everyone there was hungry. The little pot tried to do so, but this was too much for it. Alas, it melted away and disappeared altogether.

How angry Spider would be! Aso and Kuma decided not to tell Spider what had happened. That night when Spider went to get the pot, he could not find it. He looked everywhere. Poor Spider went to bed hungry.

The very next morning, Spider hurried to the island, to ask the old man for another pot. He traveled very fast, and soon came to the same island and the same small boat as before. He rowed to the island and jumped into the water. Down he went to the bottom of the sea. There, as before, was the little shell house with the old man standing in the doorway.

Spider told him the story of the lost pot. He asked the old man to help him again.

"Did your wife and your children enjoy the good food from my pot?" asked the old man.

Spider was ashamed. He could not answer—he only looked down at his feet.

Without a word, the old man went into the house. When he came back, he was carrying a large stick. He gave it to Spider and told him to rub it just as we had done with the pot.

"And then," said the old man, "you must say, 'Do for me what you would do for the old man Thunder.'"

Spider took the stick eagerly, hardly stopping to thank the old man. As soon as he was in the boat, he rubbed the stick and cried, "Do for me what you would do for the old man Thunder!"

At once the stick began to beat him.

"Stop! Stop! Stop!" cried Spider, but the stick paid no attention. It continued to spank him soundly.

"Stop that, you rascal!" Spider shouted. But the stick kept right on spanking him. It gave him a sound thrashing. At last, Spider jumped straight out of the boat and into the cool water. He swam back to land as fast as he could. He never looked back. He never saw the stick or the island or the old man Thunder again. And he never found another magic pot.

4. Discuss the story, using the following questions to guide discussion:
   - Which toy represents a character from the folk tale?
   - What happened to Spider in the story?
   - Why do you think the old man gave Spider a stick that hit him?
   - Do you think the people of Ghana believe that sharing is important?
   - Why do you think children in Ghana play with a Spider toy even though Spider does some nasty things?

5. Ask students to write a short "folk tale" about one of the other toys in the "catalog" or about one of their own toys.

Follow-Up:

Read other folk tales to students, helping them analyze the values presented. Students might use native materials of your region to make toys based on their own favorite stories.

Bibliography (Organized by Region of Origin):

North America

All of You Was Singing, by Richard Lewis (New York: Atheneum, 1991). Aztec.

Borrequita and the Coyote: A Tale from Ayulta Mexico, by Verna Aardema (New York: Knopf, 1991). Mexico.

Jump on Over! The Adventures of Brer Rabbit and His Family, by Joel Chandler Harris, adapted by Van Dyke Parks (New York: Harcourt Brace Jovanovich, 1990). African-American.

Raven's Light: A Myth from the People of the Northwest Coast, by Susan Hand Shetterly (New York: Atheneum, 1991). Native American.

The Talking Egg: A Folktale from the American South, retold by Robert S. San Souci (New York: Dial, 1990). Creole.

The Three Little Pigs and the Fox, by William H. Hooks (New York: Macmillan 1990). Appalachia.

Why There Is No Arguing in Heaven: A Mayan Myth, by Deborah Nourse Lattimore (New York: Harper, 1990). Mayan.

South America

Feathers Like a Rainbow: An Amazon Indian Tale, by Flora (New York: Harper, 1990). Amazon River Basin.

Llama and the Great Flood: A Folktale from Peru, by Ellen Alexander (New York: Crowell, 1990). Peru.

Songs of the Chirimia, retold and illustrated by Jane Ann Volkmer, translated into Spanish by Lori Ann Schatschneider (Minneapolis: Carolrhoda Books, 1989). Guatemala.

Europe

Buried Moon, retold by Margaret Hodges (Boston: Little, Brown, 1989). England.

Elfywyn's Saga, by David Wisniewski (New York: Lothrop, 1989). Iceland.

Hershel and the Hanukkah Goblins, by Eric Kimmell (New York: Holiday House, 1990). Ukraine.

The Little Snowgirl: An Old Russian Tale, adapted by Carolyn Cross (New York: Putnam, 1990). Russia.

Tam Lin, retold by Susan Cooper (New York: McElderry, 1991). Scotland.

Tony's Bread: An Italian Folktale, by Tomie dePaola (New York: Putnam, 1990). Italy.

Middle East/North Africa

The Egyptian Cinderella, by Shirley Climo (New York: Crowell, 1990). Egypt.

Fortune, by Diane Stanley (New York: Morrow, 1989). Persia (Iran).

Subsaharan Africa

Awful Aardvark, by Mwalimu (Boston: Little, Brown, 1990). Africa.

How the Guinea Fowl Got Her Spots: A Swahili Tale of Friendship, retold by Barbara Knutson (Minneapolis: Carolrhoda, 1989). East Africa.

How Many Spots Does a Leopard Have? And Other Tales, by Julius Lester (New York: Scholastic, 1990). Africa.

The Orphan Boy, by Tolowa M. Mollel (New Yoryh: Clarion, 1991). Masai.

Rabbit Makes a Monkey a Lion: A Swahili Tale, retold by Verna Aardema (New York: Dial, 1990). Africa.

Tower to Heaven, retold by Ruby Dee (New York: Holt, 1991). Africa.

Traveling to Tonda: A Tale of the Nkundo of Zaire, retold by Verna Aardema (New York: Knopf, 1991). Zaire.

Asia

The Bird Who Was an Elephant, by Aleph Kamal (New York: HarperCollins, 1989). India.

The Dwarf Giant, by Anita Lobel (New York: Holiday House, 1991). Japan.

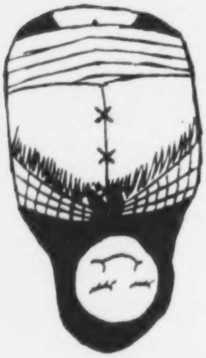
The Empty Pot, by Demi (New York: Holt). China.

The Greatest of All, by Eric A. Kimmel (New York: Holiday House, 1991). Japan.

Lon Po Po: A Red-Riding Hood Story from China, translated by Ed Young (New York: Philomel, 1990). China.

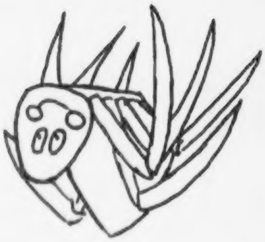
The Seven Chinese Brothers, by Margaret Mahy (New York: Scholastic, 1989). China.

Three Strong Women, by Claus Stamm (New York: Viking, 1989). Japan



Nesting dolls
9 dolls in one!

Carved and painted
in Poland.



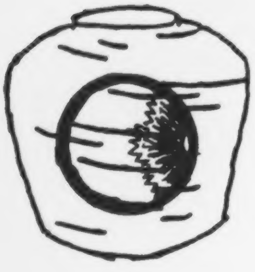
Spider

From Ghana in Africa.

Made of paper or wood.

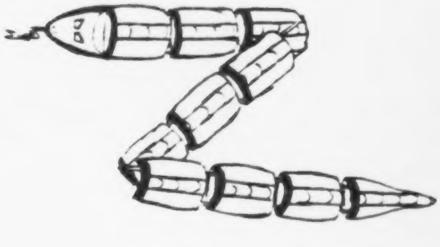
A friendly face!

TOY CATALOG



Japanese lantern
Very colorful.

The sun shining through
the paper is beautiful.



Bamboo snake
Made in Jamaica.

It moves and twists.
Light and easy to carry.

Scare your friends.

BEST COPY AVAILABLE

5. THE WISDOM OF PROVERBS

Introduction:

The folk wisdom of countries around the world reveals many of the commonalities shared by people regardless of the cultures in which they live. This card-sort activity provides students with an opportunity to examine proverbs from many nations and discuss the values they represent.

Objectives: Students will be able to:

1. Understand that proverbs reflect the values of a culture.
2. Cite proverbs from other cultures that reflect the same values as American proverbs.
3. Value proverbs as a source of wisdom.

Grade Level: 3-6

Time Required: 1 class period

Materials and Preparation: Make enough sets of the Proverb Cards so that each group of four or five students will have a set.

Procedure:

1. Ask students if their parents or grandparents use such phrases as "A stitch in time saves nine" or "A bird in the hand is worth two in the bush." What are these sayings called? (Proverbs) Explain that proverbs are popular sayings that reflect a particular value. For example, the proverb "A penny saved is a penny earned" reflects the value of frugality or saving.

2. Encourage students to brainstorm as long a list of proverbs as they can.

3. Ask students whether they think other cultures have proverbs. (Yes) Tell students that not only do other cultures have proverbs, they have proverbs that reflect the same values as many of our own proverbs. For example, a Chinese proverb says that "Many a good man is to be found under a shabby hat." What American proverb is this similar to? ("Don't judge a book by its cover.") What value do these two proverbs reflect? (Looking beneath the surface to judge the value of something)

4. Explain that students are going to be working in small groups to match proverbs that reflect the same or similar values. Divide the class into groups of four or five students. Give each group a set of the Proverb Cards. Students are to sort the cards into groups reflecting similar values. They may first want to sort out the American proverbs and then match the proverbs from other nations to these.

5. When students have completed the sorting, ask them to write the value represented by each group of proverbs on a piece of paper. The groupings and values students should come up with are as follows:

Activity developed by Laurel R. Singleton, Bruce Tipple, and Paul Mulloy.

- Proverbs 1, 4, 5, and 10 represent the value of using time well and/or punctuality.
- Proverbs 3, 6, 9, and 11 represent the value of patience or long, hard work to create something worthwhile.
- Proverbs 2, 7, 8, and 12 represent the value of being rewarded for your deeds (or misdeeds!).

6. In their groups, have students pick a value that they think people in other countries would share and create a proverb that reflects that value. As an alternative, younger students might illustrate their favorite proverbs.

Follow-up:

Ask each student to pick a proverb he/she believes is especially wise. The proverb may be one from this activity, but it does not have to be. Students should write paragraphs explaining why the proverbs they selected are their favorites. Ask students to share and discuss their papers with the class. Handout 5-1 provides some additional proverbs for use in this follow-up activity.

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Proverb Cards

1. A horse that arrives early gets good drinking water. (Africa)

2. Young gambler, old beggar. (German)

3. By trying often, the monkey learns to jump from the tree. (Zaire)

4. The early bird gets the worm. (United States)

5. You will gain three moons if you wake up early in the morning. (Japan)

6. Little by little grow the bananas. (Benin)

7. As ye sow, so shall ye reap. (United States)

8. If one plants melons, one gets melons. (China)

9. From little acorns, mighty oaks grow. (United States)

10. Joy, moderation, and rest shut out the doctors. (Germany)

11. Ice three feet thick isn't frozen in a day. (China)

12. He who sows nettles does not reap roses. (Africa)

MORE WISDOM FROM PROVERBS

1. Chickens always come home to roost. (United States)
2. Where the river is deepest, it makes the least noise. (Italy)
3. You cannot get two skins from one cow. (England)
4. A bird in the hand is worth a hundred flying. (Mexico)
5. He who stands with his feet on two ships will be drowned. (Russia)
6. The water which fell from the plate will not go back. (Japan)
7. Pat any man and dust will fly. (Korea)
8. To begin is to be half done. (Korea)

6. A WORLD OF FICTION: GLOBAL INSIGHTS IN LITERATURE

Introduction:

A vast wealth of well-written children's literature is set in areas of the world studied in the elementary grades. Not only can children learn important social studies concepts through reading such works of fiction, they can also achieve a better understanding of the impact of geography and history when they see that impact on characters in whom they are interested. This activity—which is not an activity in the same sense as others in this book—provides materials and strategies for use in a "World of Fiction" learning center that can help teachers capitalize on these advantages. Completion of the learning center activities will support both the language arts and social studies curricula.

Objectives: Students will be able to:

1. Analyze a work of fiction using a prepared study guide.
2. Make generalizations about a culture based on a work of fiction.
3. Compare a culture with their own culture.

Grade Level: 5-6

Time Required: Ongoing

Materials and Preparation: Set aside an area in the classroom as a "World of Fiction" learning center. Hang a large world map. Provide a supply of paper arrows, which students can use to show where the novels they read are set. Duplicate a number of the study guides (Handout 6-1) and place them in the center. Gather a selection of novels set in other cultures. A few recent titles are listed in the bibliography at the end of the lesson, although there are, of course, many others. The school librarian/media specialist can help you make appropriate selections.

Procedure:

1. Explain to students that they can learn a great deal about other cultures by reading stories about people in those cultures.

2. Introduce the materials in the learning center, explaining that each student is to read one or more books (the librarian/media specialist can provide more suggestions) and complete a study guide on each. As an alternative, the teacher or classroom volunteer could hold a book conference with each student, using the guide as the basis for the conference.

3. Provide class time several weeks later for students to share their findings.

Activity based on a unit developed by Audrey J. Friend, Jonas Clarke Middle School, Lexington, MA, and Karen Thompson, Shepherd Hill Regional School, Dudley, MA.

Follow-up:

Continue the reading center throughout the year, working with the librarian/media specialist to keep a fresh supply of books in the center.

Bibliography (Organized by Region in Which Book Is Set):

Latin America

Among the Volcanoes, by Omar S. Castaneda (New York: Lodestar, 1991).

The Gold Coin, by Alma Flor Ada (New York: Atheneum, 1991).

Europe

Monday in Odessa, by Eileen Bluestone Sherman (New York: Jewish Publication Society, 1986).

Morning of the Gods, by Edward Fenton (New York: Delacorte, 1987).

Number the Stars, by Lois Lowry (Boston: Houghton Mifflin, 1989).

The Season of Secret Wishes, by Iva Procházková, translated by Elizabeth D. Crawford (New York: Lothrop, 1989).

White Peak Farm, by Berlie Doherty (New York: Orchard, 1990).

Middle East/North Africa

The Boy from Over There, by Tamar Bergman, translated by Hillel Halin (Boston: Houghton Mifflin, 1986).

The Return, by Sonia Levitin (New York: Atheneum, 1987).

Subsaharan Africa

Chain of Fire, by Beverley Naidoo (New York: HarperCollins, 1990).

The Place of Lions, by Eric Campbell (Orlando, FL: Harcourt Brace Jovanovich, 1991).

Waiting for the Rain: A Novel of South Africa, by Sheila Gordon (New York: Orchard, 1987).

Asia

The Black Hat Dances, by Luree Miller (New York: Dodd, 1987).

The Clay Marble, by Minfong Ho (New York: Farrar, 1991).

Leaving Point, by Betty Vander Els (New York: Farrar, 1987).

The Miracle Tree, by Christobel Mattingley (New York: Gulliver, 1986).

WORLD OF FICTION STUDY GUIDE

Title of your book: ____________________

Author: ____________________

1. Who were the main characters in the story? Describe their relationship to one another.

2. Briefly summarize the book's plot (story). Be sure to tell what the climax—the high point of the story—was.

3. Where was the story set? ____________________

4. Describe some aspect of the geographic setting that was important to the story.

5. When did the story take place? ____________________

6. Name one historical event (such as World War II) or aspect of culture (such as apartheid) that was important to the story.

7. Name three ways in which the culture described in the story is like your own culture.

8. List three ways in which the culture in the story is different from your own culture.

9. What else would you like to know about the culture in the story?

10. Did the story show how people in one culture depend on people in other parts of the world? If so, how?

11. What was the author's purpose in writing the story? What does he or she want you to know, think, or do?

12. Rate the story on a scale of one (poor) to ten (outstanding). Give a reason for your rating.

7. FUN IS UNIVERSAL

Introduction:

Play is both universal and specific to particular cultures. While children in all cultures play—and many games or toys, such as spinning tops, are common in a wide variety of cultures—games and other forms of play also often reflect cultural values and traditions, expectations for adult roles, or geographic constraints. The purpose of this activity is to broaden students' thinking about the functions of play, as well as to introduce them to games that reflect particular cultures.

Objectives: Students will be able to:

1. Recognize that games and other forms of play are universal but also reflect cultural values.

2. Explain how a favorite game teaches them a valued skill or in other ways reflects cultural values.

3. Describe several games from other cultures, indicating the values they reflect.

Grade Level: K-6

Time Required: 1-2 class periods

Materials and Preparation: Make two or three copies of each game card. With younger students, you may want to choose one game for use with the entire class. You will need to conduct part of the activity in the gym or on the playground.

Procedure:

1. Ask students to list some games they think are fun. Make a master list on the chalkboard.

2. Next, ask each student to draw his/her game.

3. When students have completed their drawings, tell them that although games and other forms of play are fun, they also teach us things that our culture believes are important. For example, games may teach us to follow rules and to be a good sport when we lose. More specifically, a game such as dominoes teaches numbers and matching, while a game like T-ball improves our coordination. Ask students to consider the forms of fun they drew and identify what is learned from these ways of playing. Allow time for students to share their answers and to help each other identify learnings.

4. Ask students whether they think children in other countries also enjoy playing. What evidence do students have that this is true? Do they think children in other countries play the same games or different ones? Point out that while some toys, such as spinning tops, are popular in many cultures (and have been popular throughout hundreds, if not thousands, of years), other games and toys are more specific to particular cultures.

Activity developed by Paul Mulloy.

5. Divide the class into three groups and give each group one of the game cards. Each group is to read the card and try the game described in preparation for teaching the game to the rest of the class. (With younger students, you may want to introduce one game to the entire group rather than using the small-group jigsaw structure.)

6. When groups are ready, have them present their games and allow time for the class to try all three games. Debrief the activity by discussing the following questions:

- What did you like about this game? What didn't you like?
- What do young people learn from playing this game?
- Can you think of a game that children in the United States play that teaches a similar value or skill?

Follow-up:

Have students construct a games book describing a wide variety of games. They can gather information for the book through library research or through interviews with parents and grandparents regarding games that were popular when they were children. A good source for information is *Games of the World*, by the Swiss Committee for UNICEF (New York: Plenary Publishing, n.d.).

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SHEPHERD, SHEEP DOG, AND SHEEP

This game was traditionally played in areas where sheep were herded, such as Great Britain, New Zealand, and Switzerland. One player is chosen to be the Shepherd. Another is the Sheep Dog. The rest of the players are Sheep. They stand in a line as the Shepherd numbers them.

The Shepherd then tells the Dog, "I have to go look for some sticks to build a fire to cook my supper. You watch the sheep and don't let any get away while I'm gone."

The Dog barks, as if to say "I won't."

When the Shepherd leaves, the Dog lies down to take a nap. The first Sheep then tries to run and hide before the Dog wakes and catches him/her. If the Sheep succeeds in getting away, when the Shepherd returns, he scolds the Dog for not taking better care of the Sheep.

The Shepherd then goes off again, and it is the second Sheep's chance for escape. If a Sheep is caught, he or she must sit down.

The game continues until all the Sheep have either escaped or been caught.

ROBBING THE BEES

This is a traditional game played by children living along the Zaire River in Africa. Honey bees often lived in the forests along the river.

The players divide into two teams, the Robbers and the Bees. Each group forms a line, with each child placing his/her right hand on the right shoulder of the person in front. The two groups stand on opposite sides of the playing area.

When it is time to begin, the lines begin to move, slowly weaving toward each other. The Bees buzz, while the Robbers pretend to look into the trees for beehives.

When the two lines are close enough to touch, the bees try to "sting" the Robbers by touching them on the shoulder and running off. Anyone who is stung becomes a Bee in the next round of the game.

The Robbers try to capture the Bees before they reach their hive (their end of the playing area). The Bees who are captured become Robbers in the next round of the game.

GROUP OBSTACLE COURSE

The Group Obstacle Course is a Chinese game. Divide your group into smaller groups of twos or threes. Each group is to construct a "human obstacle" using only their own body parts. All the members of the group should be connected or touching.

After the groups have decided how to make their obstacles, groups should take turns traveling through each other's obstacles. Group members must hold hands as they travel through the obstacles.

8. FASTER, STRONGER, HIGHER: VALUES AND THE OLYMPICS

Introduction:

The Olympics as a whole represent universal values of competition and fitness. Individual events represent more specific values, which may have been more important at other times in history; for example, throwing the javelin was at one time a survival skill, as it provided food. In this activity, students learn about the values reflected by Olympic events while practicing their research skills. The activity could be used in physical education or social studies.

Objectives: Students will be able to:

1. Identify the values represented by the Olympic Games.
2. Identify the values represented by particular Olympic events.
3. Locate and present information answering specific questions on a particular Olympic event.

Grade Level: 4-6

Time Required: 2 class periods, plus research time

Materials and Preparation: Copy the Event Cards and cut them apart so that you can give each pair of students one event. Make a copy of Handout 8-1 for each pair. Ask the librarian/media specialist to help you identify resources on the Olympics and sports. You may want to bring some of these to the classroom or arrange for students to visit the library or media center. Students will also need poster paper and drawing materials for use in developing their displays.

Procedure:

1. Ask students why athletes want to compete in the Olympic Games. (To show that they are the best, to meet athletes from all around the world) Is this true for athletes from all countries? (Yes) Could we say that people in all countries value the spirit of competition, fitness or athletic skill, and the chance to meet people from other nations? (Yes)

2. Ask if students know how the Olympic Games got started. Explain that the first Olympic Games of which there are records were in 776 B.C. They consisted of only one event—a race. What value does a foot race represent? (Speed) Why might speed have been important in ancient times? (To escape from enemies, to carry messages quickly)

3. Ask students if they can think of any other events that might have been important to survival in olden times. (Javelin throw, marathon running, jumping, hammer throw)

Activity based on a lesson developed by George Carr, Jonas Clarke Junior High School, Lexington, MA.

4. Tell students that the modern Olympics were started in 1896. They were established through the efforts of a French educator named Baron Pierre de Coubertin. He believed that the Olympics could lead to people from countries around the world understanding each other better. Since then, the Olympics have grown, with many new events having been added.

5. Tell students that they are going to research some of the events that are part of the modern Olympics. Have students work in pairs. Give each pair one event and a copy of Handout 8-1. Go over the instructions with students. Then allow the rest of the class period for research.

6. On the due date, have each pair of students make a two-minute presentation on their event. The chart below gives basic information on the events included in the activity.

OLYMPIC EVENTS

	Where Invented	**Winter or Summer**	**Equipment**	**Team or Individual**
Marathon run	Greece	Summer	None	Individual
Ski jumping	Scandinavia	Winter	Skis	Individual
Basketball	United States	Summer	Ball, hoops	Team
Water polo	England	Summer	Ball, goals	Team
Bobsled racing	Switzerland	Winter	Sled	Both
Decathlon	Greece	Summer	Javelin, discus, shot, pole	Individual
Backstroke	United States	Summer	None	Individual
Boxing	Greece/Italy	Summer	Gloves	Individual
Gymnastics	Greece	Summer	Beams, rings, bars, pommel horse, vault	Both
Fencing	Egypt	Summer	Foils, masks, pads	Both
Ice hockey	Canada	Winter	Skates, pads, sticks, pucks	Team
Figure skating	Northern Europe	Winter	Skates	Individual or Pair
Soccer	England	Summer	Ball, goals	Team
Judo	China	Summer	None	Individual
Show jumping	Europe	Summer	Horse, saddle, bridle, boots, whip	Both
Rowing	Egypt	Summer	Boat, oars	Both
Javelin throw	Greece	Summer	Javelin	Individual
Cross-country skiing	Scandinavia	Winter	Skis, poles	Individual

7. When all groups have made their presentations, discuss the range of values represented in the various events. What would be a good motto for the Olympics? After students have suggested a number of possibilities, you may wish to tell them that the motto of the Games is "Citius, Altius, Fortius"—Faster, Higher, Stronger.

Follow-up:

Younger students might compile a complete list of the events included in the summer and winter Olympics. They might also create a world map showing the sites for the summer and winter games for the past several Olympiad. Older students could research how politics has become part of the games, from the massacre in Munich in 1972 to the African boycott in 1976, the U.S. boycott in 1980, the Soviet boycott in 1984, and the Cuban boycott in 1988. Do students think that the Olympics should involve politics? Why or why not?

Event Cards

Marathon run

Ski jumping

Basketball

Water polo

Bobsled racing

Decathlon

Backstroke

Boxing

Gymnastics

Fencing

Ice hockey

Figure skating

Soccer

Judo

Show jumping

Rowing

Javelin throw

Cross-country skiing

RESEARCH PROJECT DIRECTIONS

You are to prepare a poster and a two-minute talk about your Olympic event. You will have until ________________________________ to complete the assignment. Your teacher or the librarian will help you locate materials that will provide the information you need.

You should find answers to at least five of the following questions:

1. In what country was your event invented?
2. Is your event part of the winter or summer Olympics?
3. What special equipment or clothing is needed for your event?
4. Is your event a team sport or an individual sport?
5. What skills are needed to be good at your event?
6. What values does your event represent?
7. Who won your event at the last Olympics?

9. EDUCATION IN TWO CULTURES: A DAY IN THE LIFE

Introduction:

Young people are curious about their peers in other countries, an interest that can be used as a basis for cross-cultural understanding. In this activity, students compare their own schedules with those of a counterpart in Korea. Through this process, they gain an understanding of the high value placed on education in one other culture. Through additional research activities, students learn about how addtional cultures regard education.

Objectives: Students will be able to:

1. Compare and contrast student lifestyles and daily activities in the United States and South Korea.

2. Make cross-cultural inferences about the value of education in two cultures.

3. Conduct research to determine how education is valued in other cultures.

Grade Level: 5-6

Time Required: 2-3 class periods, plus homework

Materials and Preparation: You will need enough copies of Handout 9-1 for all students. You may also want to make arrangements with your local high school for several exchange students to visit your class or to talk with students outside of classtime.

Procedure:

1. Begin by asking students what they think they could learn about another culture by looking at the schedule for a typical student's day. What kind of inferences could they make about that student's habits and customs relating to family, work, school, and recreation? What might this data tell them about the society's values?

2. Divide the class into two groups. Explain that as a homework assignment, each group will develop a schedule for how a "typical" U.S. student spends time at school and at home. One group will complete a schedule for their activities before and after school; students should begin with the time they get up in the morning and conclude with the time they go to bed at night. The other group will complete a schedule for time spent at school, indicating specific amounts of time for each class, time between classes, homeroom, and so on.

3. To debrief their homework assignment, ask several students from each group to share some of their daily schedules. Ask them what assumptions they can make about U.S. society from this information; write their assumptions on the chalkboard. To prompt discussion, ask some of the following questions:

Adapted from *Teaching About Korea: Elementary and Secondary Activities*, edited by Yong-sook Lee, Jae-taik Yoo, and Jacquelyn Johnson (Boulder, CO: Social Science Education Consortium, 1987).

- Does it seem that many U.S. students have free time? If so, how do they spend it? Does participation in recreational activities occupy much time for U.S. teenagers? Do watching television and playing video games seem to be important leisure-time activities?
- Do many students take additional lessons of some kind after school? If so, what kinds of activities do these lessons include?
- What assumptions can be made about the amount of time devoted to homework? Can students estimate how many hours of homework U.S. students have on a given day? In a given week?
- How many hours does the average U.S. student spend in school? How many different classes are taken? Does this information suggest anything about the importance (or lack of importance) we place on education?

4. Distribute Handout 9-1 and allow students time to examine the schedule it presents. To discourage stereotyping, explain to students that this is the schedule for *one student* in South Korea. Ask them how difficult it would be to arrive at *one* schedule appropriate for all American fifth-graders. Ask several of the following questions:

- How many different subjects are included in the Korean student's schedule? What are they? Can students estimate the number of hours spent in school per week?
- About how many hours per week does the Korean student spend doing homework or related activities?
- How much leisure time does the student have during a typical weekday? What recreational activities does he or she participate in?
- Do the answers to these questions reveal any similarities and differences between schools and students in Korea and the United States? What are they?
- If schools reflect the larger society, what preliminary assumptions can students make about Korean culture? What can this information tell us about U.S. and Korean societies' attitudes toward education and young people?

5. Explain to students that, as in the United States, education is highly valued in Korea. Education is compulsory between the ages of six and eleven (six years of elementary school). Although education is not compulsory past the elementary grades and must be paid for by the student's family, close to 100 percent continue to middle school and more than 90 percent to high school. Beginning in middle school, boys and girls are often segregated into separate schools or separate classes, although the number of coeducational schools is increasing nowadays. High school students may study as many as eight subjects during one semester and attend school as many as 40 hours per week. Korean students attend school for a minimum of 220 days each year.

Entrance examinations to middle schools were abolished in 1969 and highly competitive exams for entrance to high schools were abolished in 1973, in an effort to reduce the amount of stress placed on individuals. Instead of competitive exams, a system that includes a general test of students' scholastic abilities has been adopted. Young people must, however, pass very rigorous entrance examinations in order to enter college. At the time of preparation for college entrance exams, many high schools extend their school hours to ten hours or more for supplementary classes. In 1980, the hiring of private tutors was declared illegal, since it was felt that such a practice discriminated against those who could not afford private tutoring.

A strong emphasis on education has a long history in Korea under the influence of Confucianism, which values scholarship. A good education is the most important means for gaining social respect and is highly valued for self-improvement and self-esteem. Education is regarded as an important contributor to Korea's rapid economic growth in recent years.

Korean children are taught to see the teacher-student relationship as an extension of the parent-child relationship. Thus, they are socialized to show great respect toward their teachers. Moreover, most Korean parents are very concerned about their children's education and check on homework assignments and monitor their children's study at home. Such parental involvement greatly assists Korea's teachers, who are burdened with large classes.

6. Ask students to speculate on how other cultures might differ from or be similar to Korea and the United States in terms of the value placed on education. Help students develop a list of questions about education in other countries that they could use to pursue the possible similarities and differences they have identified.

7. Arrange for several exchange students to visit the class and discuss their daily schedule as an elementary school student in their home country. Students can use the questions developed in step 6 to interview the exchange students regarding education in their countries.

As an alternative, divide the class into several small groups, assigning each group to conduct research on education in a particular country (try to make sure that all culture regions are represented by the countries you select) with the aim of creating a daily schedule for the "typical" child from that culture. Compare and contrast the schedules, looking for similarities and differences across cultures.

Follow-up:

Pen-pal or sister school activities could provide interesting follow-ups to this lesson. Several organizations that facilitate international pen-pal arrangements are listed in the **Resources** section at the end of this book. Elementary schools that students might contact in Korea include the following:

Imun Elementary School
Imun-dong, Tongdaemun-gu
Seoul, Korea 131

Sogang Elementary School
Sangsu-dong, Mapo-gu
Seoul, Korea 121

Yongdong Elementary School
Tangsan-dong, Yongdungpo-gu
Seoul, Korea 150

Tongsin Elementary School
Pomun-dong, Songbuk-gu
Seoul, Korea 132

Kangdong Elementary School
Ch'onho 2-dong, Kangdong-gu
Seoul, Korea 134

Shinku Elementary School
Shinsa-dong, Kangnam-gu
Seoul, Korea 135

Chung-ang Elementary School
Kongpyong-dong, Chung-gu
Taegu, Korea 630

Kasan Elementary School
Kaya-dong, Tong-gu
Pusan, Korea 600

Suwon Elementary School
Kodung-dong, Suwon
Kyonggi-do, Korea 170

Mansu Elementary School
Manso-dong, Nam-gu
Inch'on, Korea 160-01

Tongmyong Elementary School
Myongsoh-dong, Congju
Ch'ungch'ongbuk-do, Korea 170

Ch'unch'on Elementary School
Chung-angno 3 ga, Chunch'on
Kan won-do, Korea 200

Taesong Elementary School
So-dong, So-gu
Kwangju, Chollanam-do, Korea 500

Samsong Elementary School
Samson-dong, Tongu-gu
Taejon, Ch'ungch'ongnam-do, Korea 300

Songho Elementary School
Songho-dong, Masan
Kyongsangnam-do, Korea 610

Tongbang Elementary School
Tongbang-dong, Kyongju
Kyongsangbuk-do, Korea 681

Samyang Elementary School
Samyang-dong, Cheju
Cheju-do, Korea 590

Handout 9-1

MI-YOUNG YOO'S WEEKDAY SCHEDULE

Mi-young Yoo is a 10-year-old girl, a fifth-grader at the Seoul Sinku Elementary School.

A.M.

6:40	Getting up
6:40-7:00	Brushing and washing
7:00-7:30	Preparing for school
7:30-8:00	Breakfast
8:00-8:20	Walking to school
8:20-8:50	Individual study
8:50-9:10	Homeroom
9:10-9:50	1st class
9:50-10:00	Rest
10:00-10:40	2nd class
10:50-11:30	3rd class
11:40-12:20	4th class
12:20-1:10	Lunch hour

P.M.

1:10-1:50	5th class
2:00-2:40	6th class
2:40-3:00	Homeroom
3:00-3:20	Walking home from school
3:30-4:30	Piano lesson
4:30-5:30	Homework
5:30-7:00	Playing
7:00-7:20	Dinner
7:20-8:10	Resting, watching TV
8:10-8:30	Practicing piano
8:30-9:50	Reviewing schoolwork and writing in diary
9:50-10:00	Brushing teeth
10:00	Bedtime

III. STUDYING GLOBAL SYSTEMS

Many global studies programs focus on interdependence without explicitly dealing with the notion of systems—yet it is through systems of various kinds that we experience interdependence. The first activity in this section introduces the concept. The next four activities deal with examples of different kinds of systems—economic, political, technological, and ecological. The last activity deals with several of these kinds of systems as well as the system by which knowledge is generated and shared. Because global systems may seem abstract to young learners, each activity deals with specifics before focusing on how these specifics relate to a system. The activities on economic and political systems also extend students' understanding of values.

10. MOUSETRAPS, FLASHLIGHTS, AND OTHER SYSTEMS

Introduction:

According to global educator Willard Kniep, "We experience linkages with people throughout the world to an extent unprecedented in history. This interdependence is the result of our participation in a world in which systems predominate." Systems can be a difficult concept. This activity therefore uses games to introduce systems, as well as the related idea of interdependence. It then briefly introduces various types of global systems in preparation for the activities that follow.

Objectives: Students will be able to:

1. Define *global systems.*
2. Give examples of interdependence.
3. Recognize the importance of systems in the modern world.

Grade Level: 3-6

Time Required: 1-2 class periods

Materials and Preparation: You will need the game Mousetrap, fully assembled before students do the activity. You will also need five flashlights and five paper bags. Disassemble the flashlights, placing all the batteries in one paper bag, all the cases in another, all the bulbs in another, and so on. When you are finished, you should have five bags, each containing five identical parts.

Procedure:

1. Show students the game Mousetrap. Ask: What is this? What is it an example of? Accept all student answers.

2. Next, write a definition of *system* on the board: "a group of related parts that work together for a common purpose." Ask: Is Mousetrap a system? (Yes) What is the "common purpose"? (To catch the mouse)

3. Start the ball through the Mousetrap and let students watch what happens; repeat the procedure once or twice. Ask students to identify how several specific parts function within the system.

4. Explain that there are different kinds of systems. One kind is a technological system—a system that uses tools humans have created to solve problems. Ask: Is the Mousetrap an example of a technological system? (Yes)

Flashlight activity adapted from "Let There Be Light," by Robert E. Freeman and Andrea B. Karls, *Intercom* 79. Reprinted with permission, the American Forum for Global Education, copyright, 1977. All rights reserved. Remainder of the activity developed by Laurel R. Singleton.

5. Tell students they are going to create their own technological systems. Divide the class into five groups, giving each group one of the paper bags you have prepared. Tell each group to look at the contents of their bag, making sure that the other groups do not see what is in it. (**Note:** Such an instruction may be interpreted by students in a variety of ways, ranging from creating boundaries with desks and chairs, huddling together in groups, and spreading out to the far corners of the classroom.)

6. Tell students that their task is to put together "a system that works." Explain that each group should work as a team, making group decisions about whether and how its members want to communicate or interact with other groups. The time needed to complete this activity varies, depending on how long it takes for just one student to realize that the "system" is a flashlight. At this point, students will probably begin to scurry about the room, bargaining and trading resources. Some may even steal. (**Note:** Members of the "battery" group may not realize that in order to make the system work, they need to trade their resources in pairs. Trading only one battery to each group won't create five working flashlights. If the battery group *chooses* to trade only one battery, the possibilities for discussing how groups can assert power when others are interdependent with them (or dependent on them) are broadened.)

7. Once the flashlights have been assembled, ask students to reflect on the process involved in this activity:

- When did you first realize you needed help—other resources to put together the system?
- How did you obtain this help? Did anyone in your group become a spy? How did you organize your task?
- Did any of the groups wait to be approached for their resources?
- Did any group withhold its resources? Were groups reluctant to trade? Did they try to hide their resources?
- Did anyone become a "fast-talking diplomat"? Did anyone appear desperate for a bargain?
- Did the members of any group feel they were taken advantage of?
- How did you bargain for the resources you needed? Which groups drove the hardest bargains?
- Did any group feel that its resource was more valuable than those of the other groups? Why?
- Did every group cooperate to put together the flashlights? Did any group steal or try to steal resources?
- Did any group feel cheated? Why?
- Could the flashlight have been put together any other way—other than by trading resources?
- What would have happened if one group had refused to bargain? How would the other groups have been affected?
- Define *interdependence* on the basis of this activity. How is interdependence different from independence? from dependence?

8. Promote further reflection on systems by discussing these questions:

- What technological system did you create in this activity? What were the parts of this system? What was the common purpose?
- Were the groups in this activity part of a system? If so, what was the common purpose? What kind of a system do you think you were part of?

Use this discussion as a lead-in to defining economic systems—systems that involve providing, trading/selling, and using goods or services. Have students give other examples of both technological and economic systems.

9. Explain that there are other kinds of systems as well. Provide examples such as ecological or environmental systems (the connections between natural features in a place, and the plants and animals who live there) and political systems (systems that involve governments and their relationships to each other and to people).

10. Ask students what they think a *global system* might be. Help them develop a definition that indicates a global system is one whose parts interact across large areas of the world. That is, a global system connects faraway people and places. For example, telephone communications is an example of a global technological system. The United Nations is an example of a global political system. Post additional examples suggested by the students.

Follow-up:

Have students read the front page of the newspaper for one week. They should make a list of the examples of global systems they find in the stories on the front page. They should then classify the systems as technological, political, economic, or ecological. Which kinds of systems make the news most often? Why do students think this is true?

11. THE WORLD ACCORDING TO …

Introduction:

This activity begins with an exercise designed to stimulate student thinking about economic connections. They make posters showing all the ways in which they personally are connected to other parts of the world. They then analyze headlines to determine possible advantages and disadvantages of economic interdependence.

Objectives: Students will be able to:

1. Illustrate some of the links they have with the rest of the world using their hobbies, clothing, foods, pets, and other activities as examples.

2. Use their own experiences to define global interdependence.

3. List some advantages and disadvantages of economic interdependence.

Grade Level: 4-6

Time Required: 1-2 class periods (and homework)

Materials and Preparation: Make copies of Handout 11-1. Gather a collection of materials like those listed in Step 1 of the **Procedure** section. You will also need magazines, newspapers, poster paper, and markers.

Procedure:

1. To introduce this lesson, create a display using the list suggested below. If the actual items cannot be obtained, bring to class something else that represents an item on the list. Teachers may wish to vary the items, given student interest. Be certain that each item has an appeal to many students.

- A picture of an athlete such as Dikembe Mutombo (NBA center from Zaire), Monica Seles and Stefan Edberg (tennis players from the former Yugoslavia and Sweden, respectively), Wayne Gretzke (hockey player from Canada), Christian Okoye (professional football player from Nigeria), or a foreign-born athlete who is popular in your area.
- Nestle's candy bar. (Nestle is a Swiss company; cacao is grown in Africa.)
- A pair of Reebok tennis shoes. (Reebok is a British company with production plants in several Asian countries.)
- A Sony Walkman. (The latest models from this Japanese company are produced in Taiwan.)
- An item of clothing with a tag that indicates it was made in Asia or Latin America.
- Pictures of or records by such recording artists as U2 (Ireland), INXS (Australia), Phil Collins (Great Britain).

Activity developed by Jacquelyn Johnson.

- A baseball glove, metal baseball bat, pair of ski boots, or other imported sporting goods. (Mizuno, a large Japanese sporting goods company, produces baseball equipment; many ski boots are made in Austria.)
- A picture of a German Shepard, Chihuahua, St. Bernard, or old English sheepdog.

2. Conduct a brief open-ended class discussion. As students examine the display, ask them to relate personal experiences they have had with one or more of the items. Do these items represent ideas and experiences that they would label "all American"? Ask students to select several items and to elaborate on the importance of these items (and what the items represent) in their own lives. Is it possible to reach consensus that this display is, in fact, "all American"?

3. Without reinforcing students' ideas, explain that these items do have a common characteristic. Encourage students to make guesses about what they think the items in the display have in common. Although the items might be labeled "all American," it is possible to view the items in another way—one that could be characterized as "world connections." Ask students to speculate about the ways in which these items link them to other parts of the world.

4. Once students have recognized the global nature of the display, ask students to think of projects that would convey their "connectedness" to other parts of the world, just as this display did. Student projects could be in the form of a world map, collage, movie poster, mobile, etc. Use "The World According to (student name)" as the title for each project. Allow time for students to complete and compare their projects.

5. Distribute Handout 11-1 and read the headlines at the top of the page with students. Which tell the advantages of economic interdependence? Which tell disadvantages? Do students think the advantages or disadvantages are more important? Why?

6. Have students complete the bottom of the handout with a partner. They should try to agree within their pairs on the response to each item. Trying to reach consensus should give them an opportunity to explore some of the issues raised in the large-group discussion in more detail.

Follow-up:

1. For older students, you might stage a panel discussion among a representative of a multinational corporation or a retailer who sells imported goods, a representative from a manufacturing concern whose business has been hurt by foreign competition, and an adult consumer. The discussion should focus on the benefits and costs of importing consumer goods from other nations.

2. Students could select a category of interest from this lesson on which to conduct more in-depth research. Their research should illustrate the global nature of the topic selected. Example topics might be:

- Sports
- Clothes
- Rock music
- Favorite foods
- Hobbies (stamps, coins, video games, etc.)
- Pets
- Cars

TO TRADE OR NOT TO TRADE

U.S. Garment Workers Start Campaign to Buy American

Prices of Microwaves Drop As More Imports Enter Country

Trade with U.S. Helps Korea Develop Its Economy

Computer Company Says: The Japanese Drove Us Out of Business

Agree	No Opinion	Disagree		
________	________	________	1.	The United States should pass laws to limit imports from other countries.
________	________	________	2.	Competition from other nations is good for American companies.
________	________	________	3.	We should buy American-made goods instead of foreign-made goods, no matter which costs less.
________	________	________	4.	The United States has more to gain from trading with other countries than it has to lose.
________	________	________	5.	If other countries limit the amount of American goods their people can buy, we should do the same with goods from their country.

12. THE CONVENTION ON THE RIGHTS OF THE CHILD

Introduction:

In this activity, students examine the implications of particular rights by developing lists of rights they believe will create an atmosphere of respect and consideration in the classroom. They then compare their "declarations" with the 1990 Convention on the Rights of the Child and discuss why a political system like the United Nations issues such statements.

Objectives: Students will be able to:

1. Define a human right.
2. List human rights, particularly children's rights.
3. Explain why different groups confer different rights.
4. Participate in group decision-making processes.

Grade Level: 4-6

Time Required: 1 class period

Materials and Preparation: Make copies of Handout 12-1 for all students.

Procedure:

1. Discuss with students the meaning of the term *rights.* (A right is a power or privilege to which someone is entitled.) Do children have rights? (Yes) Do people have the same rights in every setting? Do children? (No. Children might have different rights at home, at school, and while riding their bicycles on the street. They would have different rights if they lived in another country.) Why do rights differ from group to group? (Because the groups have different values and purposes for granting rights)

2. Explain that one of your purposes is to create an atmosphere of respect and consideration in your classroom. What rights—for student and teacher—would be necessary to create such an atmosphere? Have students brainstorm a list of rights, ensuring that they follow the rules of brainstorming:

   - Say anything that comes to mind.
   - Piggybacking on the ideas of others is good.
   - Don't evaluate or criticize what others say.
   - When you can't think of anything, wait a minute and try again.

3. Divide the class into groups of four or five students, explaining that each group is going to develop a "Declaration of Student/Teacher Rights" for your class. Have each group consider the list generated in step 2, discussing each idea and adding to or deleting from the list. When all group members feel comfortable with the ideas, have students write them in the form of a declaration and

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Activity developed by Jacquelyn Johnson and Laurel Singleton.

have each group member sign the list. To help students in the drafting of their declarations, you might want to write several sample rights statements on the chalkboard while the groups are working.

4. Reconvene the class and have each group present its declaration. Note differences among the groups, pointing out, when possible, the values that the differences reflect.

5. As an alternative to the activity above, you might develop a brief simulation in which small groups of students lose particular rights for a class period. For example, one group might lose the right to get a drink of water, another might lose the right to ask questions, and yet another might lose the right to use classroom materials. How do students react to the loss of their rights? How does it feel to be deprived of a right by someone more powerful than you?

6. Distribute copies of Handout 12-1, explaining that it is a declaration of children's rights developed by the United Nations to apply to all children around the world. This declaration was adopted in 1990, replacing an earlier document adopted in 1959. Ask students what the declaration tells them about the nations of the world. Do all children have these rights in practice? Why is it important for an international organization to issue declarations like this? Why might the document need to change between 1959 and 1990? Should the United Nations have the power to make countries obey its declaration? Why or why not?

7. If you used Activity 10, remind students of the definition of a system. Ask how the United Nations is a system. (It is a group of related parts—nations—that work together for a common purpose—a better world.) Explain that the United Nations is a political system, because it involves governments.

Follow-up:

This activity could be followed with a variety of research assignments. For example, interested students might research the Universal Declaration of Human Rights and report to the class on how it differs from the Convention on the Rights of the Child. Another topic for research would be other United Nations activities related to children. Students might find out what nations belong to the United Nations and try to determine why others do not belong. Older students might research other international political systems and prepare a large wall chart illustrating who belongs to each system and the common purpose for which each works.

CHILDREN'S RIGHTS

A child is a person younger than 18. Parents have the primary responsibility for caring for children. Governments should help parents when needed and should work to make sure that all children have these rights and protections.

1. The right to live.
2. The right to a name and to be a member of a country.
3. As far as possible, to know and be cared for by their parents.
4. The right to gather information and to express their views.
5. The right to have their views considered in matters affecting them.
6. The right to freedom of thought and religion, with parental guidance.
7. The right to meet with others and to join or form groups.
8. The right to privacy.
9. Protection from abuse and neglect.
10. The right to health and medical care.
11. The right to benefit from social security.
12. The right to a good standard of living.
13. The right to an education.
14. The right to enjoy their own culture and to practice their own religion and language. This right applies especially to minority children.
15. The right to play and to take part in cultural and artistic activities.
16. Protection from harmful work.
17. Protection from the use of drugs.
18. Protection from exploitation, including sexual abuse and exploitation.

19. The right to be free from torture, cruel treatment, unlawful arrest, or loss of freedom.
20. Protection from service in the military under age 15.
21. If abused or exploited, the right to treatment.
22. The right to be treated with dignity in the justice system.

Children without families, refugee children, and disabled children have the right to special care.

13. JOURNEYS THAT MADE THE WORLD SMALLER

Introduction:

Students tend to take for granted the ease and speed of modern communication and travel. It is difficult for them to grasp how much has changed in a very short time. The stories in this activity are designed to increase awareness of how fast and profound technological changes have been. By showing changes in transportation and communication, the activity develops the students' sense of involvement in these world systems and their ability to identify the interdependent network that links their state and community to other parts of the world.

Objectives: Students will be able to:

1. Use stories, map skills, and mathematics to measure increased speed of transportation and communication over a 100-year period.
2. Identify relationships between changes in time and changes in ways of travel and communication.
3. Work in groups to discover how space satellites have changed modern communication.
4. Imagine themselves taking part in a journey that makes the world smaller.

Grade Level: 4-6

Time Required: 3 class periods

Materials and Preparation: Make copies of Handouts 13-1 and 13-2 for all students. Gather several photographs showing forms of transportation in the late 1800s; if possible, pictures of your own community from that era would be very useful. You will also need resource books on modern space travel and communications satellites and a world map or globe showing physical features.

Procedure:

1. To introduce the activity, take the students back to the year 1889. Display pictures from that era and discuss how different your community looked then. Make two chalkboard lists: one of things in the pictures that we do not see today and the other of things we see today that did not exist in 1889. Concentrate on communication and transportation. For example, horses, wagons, and carriages have been replaced by cars and trucks. Railroads were the fastest way to travel (up to 60 mph), but few countries had railroad lines. There were steamships, but no airplanes.

2. Once the setting has been established, distribute copies of Handout 13-1 and give the students a few minutes to complete the reading or read the handout aloud. If you pause in the story to look at the map or globe, the students should see that mountains, deserts, and perhaps jungles could form barriers for Nellie. Use the following questions to debrief the reading:

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- Nellie Bly's trip covered about 30,000 miles. To do this in 72 days, how many miles would she have to travel each day?
- From the story, can you tell how Nellie sent her reports to *The World*? What forms of transportation did she use?
- Less than 100 years ago, people in one part of the world knew little about other parts of the world. What evidence did you find of this in the story? Would a trip like Nellie's help people know about other places in the world? Explain.
- Once the trip had been made, do you think others tried to beat Nellie's record? What new inventions could have helped?

3. Pass out copies of Handout 13-2 and again have the students read the story or read it aloud. make sure to emphasize that this second trip took place about halfway between 1889 and today. Use the following questions to debrief this reading:

- The *China Clipper* took about 60 hours to travel 8,000 miles across the Pacific. Add 40 hours more for landings along the way. Now suppose Nellie Bly had been able to make her journey in this airplane. About how long would her trip have taken?
- The *China Clipper* was a special kind of airplane. What was special about it? Why would this be a good type of plane for flights across the Pacific Ocean?
- How did airplane travel make it faster to send information over long distances?
- Some newspapers said the *China Clipper* helped to "shrink time and space." Others said "the world is getting smaller." What do you think these two phrases mean?

4. Read the following directions to the class: All the members of the class will make up the crew of a space satellite station. You will orbit the earth for three months. Your journey is an important step in shrinking time and space—even more than in the stories you have read. You will be working in one of three groups. Each group will prepare a report about its space trip. Here are your assignments. (You will need to do some library work to complete them.)

Group 1: Your task is to make a list of things you need for your mission to work. You must survive and get along with each other. Explain to the other groups what your life-support systems are. Give some ideas of things that could go wrong if every system doesn't work just right.

Group 2: Your job is to find out about the speed of travel. How fast does a spaceship go when it is launched? How does this compare with the *China Clipper* in 1935 and Nellie Bly's travel in 1889-90? What kind of energy will you need when you are in orbit?

Group 3: Your assignment is to find out how your mission can make communication on earth easier and faster. How will your manned satellite help television and radio communication? How can you assist in weather reporting, and why is this important?

Follow-up:

Have students write stories on one of the topics below:

- Write about your adventures in the space colony. What does it feel like to get ready for blast-off? What's it like to travel through space? How does the earth look from your station? What adventures do you encounter?
- Pretend Nellie Bly is a time traveler. She has just traveled through time up to today. What would she see that would surprise her about how people travel and communicate? Write her story telling the readers of *The World* about her time journey.

THE RACE AGAINST TIME

In 1873, Jules Verne wrote a store called *Around the World in Eighty Days.* In it, the hero, Phileas Fogg, bet some friends that he could travel around the world in just 80 days. At that time, there were no airplanes or automobiles. Few countries had trains. Traveling around the world in 80 days would be an amazing feat. In the story, Fogg used many different ways of traveling to win his bet.

Around the World in Eighty Days was a story. Most people thought such a trip was impossible in real life. But a newspaper reporter named Nellie Bly thought it might be possible. She could describe her trip for the readers of her newspaper, *The World.*

This was Nellie's plan for the trip:

November 14, 1889—Set sail for London, go from there to Paris and Italy.
November 27—Reach Suez Canal.
December 10—Reach Ceylon, set off for Singapore.
December 25—Be in Hong Kong for Christmas; leave for Yokohama, Japan.
January 22—Reach San Francisco.
January 27—Return to New York by train.

The trip would take a total of 75 days.

The publisher of *The World* did not really believe Nellie would succeed. But he knew the trip would make people interested in reading his paper. Nellie's plan was announced to *The World*'s readers.

Nellie's steamship left New York on November 14, 1889, at twenty minutes and six seconds before ten o'clock. A huge crowd saw Nellie off. Even Nellie wasn't sure she would succeed. She wrote in her journal, "I'm off, but will I ever come back?"

From London, Nellie sent a telegram to *The World.* She also sent a story back to the paper. It took two weeks for the story to get to New York. Many other newspapers also carried stories about Nellie's trip. Contests were started. People could win a prize if they guessed when Nellie would arrive back in New York.

At first, the journey was smooth. Nellie arrived in Ceylon on December 10, as she had planned. But she was stuck there for five days, waiting for the ship that was to take her on to Singapore. The ship, the *Oriental,* finally arrived. It made its way to Singapore and then headed for Hong Kong. On the way, a terrible storm hit. For a while, it looked like the *Oriental* might sink. But instead, when the storm was over, Nellie had made up two of the days she lost in Ceylon.

From Hong Kong, Nellie went to Japan. There, she boarded the *Oceanic*. On its trip across the Pacific, the *Oceanic* hit more storms. People following Nellie's trip were worried. When the ship finally docked in San Francisco, a crowd cheered for Nellie. She rushed to the railroad station, where a special train waited. She had seven days to make it back to New York.

Blizzards hit the train as it made its way across the 3,000 miles between California and New York. The train's top speed was 60 miles per hour. Along the way, more crowds gathered to cheer for Nellie.

The biggest crowds waited in New York. When Nellie Bly reached New York, she had beaten Phileas Fogg's time. Her trip took 72 days, 6 hours, 10 minutes, and 11 seconds.

If Nellie Bly hadn't proved it could be done, no one would have believed it!

THE EASY ADVENTURE

In 1935, Captain Edwin Musick and six crew members set out to fly across the Pacific Ocean. No one had ever made this flight, so the trip would go down in history.

One member of the crew described the take-off like this: "One by one the four huge engines roared into action. The lines were cast off and we began rocking along the waters of San Francisco Bay. The propellers churned up waves and the pontoons bounded as we picked up speed."

As the plane flew under the Golden Gate Bridge, the crew faced 8,000 miles of ocean. The airplane, the *China Clipper*, cruised at 6,000 feet. The approximate speed was 130 miles per hour. With a tail wind, the plane sometimes went as fast as 200 miles per hour. The flight plan called for stops in Hawaii, Midway Island, Wake Island, and Guam. Mail would be delivered at each of these stops. The final destination was the Philippines.

The crew used several methods of navigation. They made radio contact with ships on the ocean below. The radio operator would ask the ship for its position. this position would be checked against the plane's compass reading. Another method of navigation was dropping flares out the rear of the airplane. By watching the flares, the crew could tell if the plane was drifting with wind currents. When the sky was clear, the crew could navigate by the stars.

The hardest navigation job would be finding Wake Island. It is a very small island, with no other islands around it. This is how the navigator described finding Wake Island: "...when we were 350 miles from Wake, we spotted the ocean liner *President Lincoln*. The ship gave us a salute of three whistle blasts and Captain Musick tipped our wings in return. They also gave our radio operator our position, so I could alter course a little. Within a few minutes I heard the radio signal from Wake Island. It was very weak at first, but it let me guide us right on target."

More than 100,000 people greeted the China Clipper in the Philippines. The president of that nation gave a speech. The crew had flown 8,210 miles with no serious problems. It was a big step in world travel.

14. SHARING OUR GLOBAL ENVIRONMENT

Introduction:

In this activity, students further apply their understanding of the concept of a global system through analysis of countries that contribute to and feel the effects of changes in our global environmental system. Because the case studies deal with problematic changes, this activity can serve as a transition to the next section on global issues.

Objectives: Students will be able to:

1. Apply the concepts of *system* and *global system* to case studies of our environmental system.

2. Identify the components and interactions of the global environmental system.

3. Analyze how changes in one part of our environmental system may affect people and nations who depend on the same system many, many miles away.

4. Assess human and national responsibility for changes in our environmental system.

Grade Level: 5-6

Time Required: 1 class period

Materials and Preparation: Make a set of the Case Study Cards; also make copies of Handout 14-1. You will also need colored yarn, scissors, pushpins, star stickers, and a wall map of the world.

Procedure:

1. Review with students the definitions they established for the terms *system* and *global system*. Inform students that in this activity they will have the opportunity to apply what they know about systems by looking closely at one kind of global system—the environment.

2. Ask students to define the term *environment*. Students should mention the objects around them, the place they live, and so on. Have students list the components that make up their natural environment and record these on the board. Responses should include land or soil, air or sky, water, mountains, trees, and so on. Discuss why people need all these elements. How do all of these elements work together as a system?

3. Explain to students that the environmental system extends beyond their own community or even their own state or nation. As with any system, a change in one part of the environmental system may cause changes to occur quite a distance away. These changes will affect everyone and everything that depends on the system.

Activity developed by Lynn Parisi.

4. Provide examples of the interactivity of the environmental system using local and national weather patterns. For example, have students trace a winter storm front over several days to see how it moves from the west coast to the east coast. If a storm hits as heavy rains in California in January, what will probably occur in Colorado several days later? Students on the east coast or in the south might use their own experiences to discuss the progress of a hurricane from the southern Atlantic Ocean toward the southern United States and up the east coast.

5. Explain that just as weather moves, other changes that begin in one part of the global environmental system can move or cause changes across state and national borders. Some natural and human-made changes can upset the balance and smooth functioning of the environment. When this happens, all the people who depend on the environment can be affected. Students will look at examples of how people around the world are linked to each other through the environment and how events in one part of the world can set off changes in the environmental system that affect people far away.

6. Divide the class into five groups and give each one a Case Study Card. Each group should read and analyze its case study. Students are to determine:

- In what country or location the environmental change began.
- In what direction(s) it spread.
- What other countries/places were affected.
- How it affected people, animals, or plants as it spread.

Groups should record their information on Handout 14-1.

7. When groups have completed their analysis, provide each group with a length of colored yarn; pushpins, thumb tacks, or a stapler; scissors; and stick-on stars. Each group should go to the wall map of the world and chart the origination point and course of their environmental change. Some groups may have to create several strings going off in different directions. Groups should glue a star on every country or place that was affected by the environmental change.

8. Have each group describe to the class the environmental system case study that they researched, explaining the changes it caused and the places that were affected.

9. To close the activity, again direct class discussion to the concept of an environmental system. Why is the environment a global system? With our environmental system is it easy to confine changes to one part of the system? Who should take responsibility for keeping our environment clean and safe?

Follow-up:

Use the map created in this activity as a centerpiece for a bulletin board on the ecological system. Students could make illustrations for the display and write brief (one-paragraph) essays giving their views on the changes covered in the lesson.

Case 1: The Sandoz Chemical Fire

In 1986 a fire roared through the Sandoz Chemical factory in western Switzerland. The factory was located on the Rhine River, at the border between Switzerland and France. Firefighters tried to put out the fire with their water hoses. Accidentally, the water washed some poisonous chemicals from the factory into the Rhine River. The river carried the chemicals more than 800 miles, through France and Germany. As the chemicals were carried down the river, they killed eels and fish. Ducks and gulls ate the poisoned fish. They too, died. Some towns in France and Germany could not use the river for drinking water. Fishermen could not fish. Scientists believe that the clean-up of the Rhine River could take up to 20 years.

Case 2: The Persian Gulf War

When the United States and Iraq went to war in 1991, Saddam Hussein, Iraq's leader, also attacked the environment. Iraqi soldiers built a pipeline that let them run oil from Kuwait's oil fields directly into the Persian Gulf. The huge oil slick on the gulf killed birds and marine animals. It also destroyed the marine habitat.

Iraqi troops also set fire to 600 Kuwaiti oil wells. The thick black smoke made thousands of Kuwaitis sick right away. Doctors expect that people will continue to get sick because they breathed this smoke, even many years after the smoke is gone.

The smoke also cut off 70 percent of the sun's rays. As a result, temperatures in Kuwait dropped as much as 15°F. The poisonous smoke spread in all directions, reaching parts of Iran, Iraq, Turkey, India, Pakistan, Sri Lanka, Bulgaria, and the former Soviet Union. Skiers in the Himalayas 1,700 miles away found themselves skiing on gooey, black snow.

Case 3: The Chernobyl Power Plant

The Chernobyl Nuclear Power Plant is located in the former Soviet Union. In April 1986, the plant had an accident. Two explosions at the plant sent dangerous radiation into the air. Radiation is poisonous to people and animals. It can cause skin burns, cancer, and other diseases. Radiation can hurt people directly if they breathe it. It can also get into plants, vegetables, and other food and water. Then, people and animals who eat these things get sick. After the Chernobyl accident, radiation was carried through the air by wind and clouds. Some clouds carried the radiation west over Germany and Poland. Clouds of radiation also spread south over Greece. In all these countries, radiation got into vegetables, water, milk, and meat. Many food products had to be thrown away so people would not get sick from the radiation. Another cloud spread over Asia and across the Pacific Ocean.

Case 4: Forest Fires

In the fall of 1991, a huge cloud of smoke blocked the sky in Malaysia, Singapore, Sumatra, and Borneo. People in Singapore had trouble breathing for months, especially if the wind was blowing from the wrong direction. People in parts of Indonesia could not see the sun at all!

What caused these conditions? Logging operations in the forests of Indonesia had, in combination with a drought, dried out the land. Fires set as part of the logging operations then caught and spread. Wind carried smoke and ash particles to neighboring nations, making the air barely breathable.

Case 5: Acid Rain

In the 1960s, people in Canada began to notice changes in their environment. In cities like Toronto, people noticed that the faces of statues were being eaten away. Black splotches covered buildings and statues. Canadian scientists discovered that fish in the northern lakes were dying. Trees in the forest were not growing.

Scientists traced these problems to the rain in Canada. The rain had too much acid in it. Acids are strong chemicals that burn. When it falls to earth, "acid rain" can burn buildings. Too much acid rain falling in lakes can kill fish.

The acid rain that falls in Canada is produced hundreds of miles away in the United States. The smoke from factories in Ohio, Illinois, Indiana, and Pennsylvania contains many chemicals. These chemicals mix with chemicals already in the air to form acids. Wind carries this air north to Canada. When the moisture in this air falls to earth as rain, it carries the harmful acids with it.

For many years, Canada asked the U.S. government to help control acid rain. Canada said the U.S. government could force factories to reduce the harmful smoke that releases the acids. In 1990, the United States finally passed laws to do so.

Canada is not the only country that has a problem with acid rain. Many European nations, China, and India do, too.

Handout 14-1

CASE STUDY WORKSHEET

Read carefully the case study that your teacher assigns to your group. Then answer the questions below. For every nation or location that you name, be sure you can locate this place on your world map.

1. In what country or location did the environmental change begin?
2. What was the change—that is, what new element was added to the environmental system?
3. Was the change carried by water, air, soil, or some other part of the environmental system?
4. In what direction(s) did the change spread?
5. What countries and places were affected?
6. How were people, animals, or plants affected?
7. Who do you think was responsible for this change in the environmental system?

15. ADVENTURE IN ANTARCTICA: A CASE STUDY IN COOPERATION

Introduction:

In 1989, six men from six different countries began an historic expedition across Antarctica. They would be the first team to cross the continent by dogsled (taking the longest and most difficult route), the first to travel the length of the Antarctic Peninsula in winter, and the first to cross the remote section of the continent called the "area of inaccessibility" on foot. The six sought not only adventure, but a chance to demonstrate that international cooperation could be successful and to highlight the importance of preserving the environment of this special continent.

In this activity, students take the roles of the six scientists on the expedition, considering the many factors the group had to think about in planning the expedition. Students are given a synopsis of some previous expeditions and what they learned about Antarctica, information that represents the global information system, the sharing of scientific knowledge for mutual benefit. After their own planning, they read a description of the expedition and discuss how it exemplifies the notion of systems.

Objectives: Students will be able to:

1. Describe the factors to be considered in planning a major international expedition to Antarctica.
2. List reasons for undertaking cooperative scientific efforts, such as the expedition.
3. Cite the sharing of knowledge as an example of a global system.

Grade Level: 4-6

Time Required: 2-3 class periods

Materials and Preparation: You will need one set of the role cards for each group of six students. You will also need copies of Handouts 15-1, 15-2, and 15-3 for all students. You will also need two colors of push pins, a world map that you do not mind having pins put into, a large wall map of Antarctica, and pictures of Antarctica, such as those in the issue of *National Geographic* (vol. 178, no. 5, November 1990) in which an article on the expedition appears; this article was the source for the information presented in this activity.

Two or three days before you plan to begin this activity, prepare and display an eye-catching poster that presents the quotations below:

> You dream about exploration or you do not...but if you do, then the attraction is very strong all of your life.
>
> Jean-Louis Etienne

Activity developed by Laurel R. Singleton using "Six Across Antarctica," by Will Steger, *National Geographic* 178, no. 5 (November 1990), pp. 66-93 as a primary resource. All quotations and role descriptions were taken from the article, as was Handout 15-3.

> I was first fascinated by ______________ as a boy, reading about Fuchs and Hillary in *National Geographic*. Poring over pictures of crevasses and mountains and scientific camps I wondered how men dealt with this wild environment, how they survived. I knew then ______________ was a place I had to see.
>
> Will Steger

> When I was a boy, I believed that everywhere on earth—if I had never been there—I wanted to go. I wanted to print my feet on many places.... But I never thought I would reach ______________ on skis!
>
> Qin Dahe

Acknowledge students' interest in the poster, but do not give them any additional information at this time.

Procedure:

1. Draw students' attention to the poster of quotations you have displayed. What do the three people quoted have in common? (They were interested in exploration from an early age, an interest that lasted into adulthood.) What place do they think the quotations are referring to? (Antarctica and, in the case of Qin Dahe, the South Pole) Accept a number of guesses. Then share one additional quotation with the students:

> Very few people have that kind of experience, lost in the blizzard. I said to myself, "Settle down, try and enjoy this." In my snow ditch I truly felt Antarctica. With the snow and quiet covering me, I felt like I was in my mother's womb. I could hear my heart beat—boom, boom, boom—like a small baby's. My life seemed very small compared to nature, to Antarctica.
>
> Keizo Funatsu

2. After letting students comment on this quotation, explain that the four men quoted were part of a six-man international expedition that sought to be the first to cross Antarctica by dogsled in 1989-1990. Display the pictures of Antarctica you have collected, along with the wall map of Antarctica. Trace with students the route taken by the expedition (shown on Handout 15-1). Allow students to speculate on some of the difficulties such an expedition would face.

3. Ask students to think about why a group of men from six different nations—the United States, France, China, Japan, the Soviet Union, and Great Britain—would want to undertake such an effort. One reason that is obvious from the quotations was the love of exploration and adventure. However, the men also wanted, according to American Will Steger, to prove that "six men from six different nations...could work together toward a common goal under some of the cruelest conditions on the planet" and to focus attention on the need for cooperation in preserving Antarctica's environment.

4. Give students a brief overview of the trip. It involved six men from six different countries, as well as three dogsleds and 40 dogs. The men would ski, while the dogs pulled the group's supplies and equipment on the sleds. The group would carry radio equipment that would allow them to stay in contact with their base. They would conduct scientific research on their 3,700-mile journey. Their goal was to average 20 miles per day.

5. Tell the students that they are going to take the roles of the six men planning the expedition. Divide the class into groups of six (if the class does not divide evenly, students can share roles). Give each group a set of role cards to distribute among its members. The group members should introduce

themselves, use the information you provided above to determine how long their journey will take, and agree on the assignment of primary responsibilities, as shown below (the actual assignments are shown in parentheses; these should not be shared with students at this time).

- 3 team members will be dog-handlers (Steger, Funatsu, and Somers)
- 1 team member will be responsible for radio communication and for checking the health of other team members (Etienne)
- 1 team member will be primarily responsible for the scientific research, with which the other team members will assist (Qin)
- 1 team member will be a scout, skiing ahead of the sleds; he will also oversee weather experiments (Boyarsky)

After students have finished this task, discuss the assignments and the qualities (such as language facility, strength, experience, professional training, etc.) they considered in making the assignments.

6. Tell students that the group worked on planning the expedition for several years. They also raised $11 million to pay for the expedition. Explain that students are now going to consider how they would have solved some of the problems facing the group. Distribute Handout 15-1 and go over it with students. Also give groups copies of Handout 15-2, explaining that it provides a very brief overview of some of the key information available to the group in doing its planning. Allow time for the groups to address the questions on Handout 15-1.

7. When groups have finished their work, allow time for sharing and feedback among the groups. Then distribute Handout 15-3 and read it with the class, discussing how the real members of the expedition team solved the questions students worked with in their groups. Allow time for students to respond to the reading, focusing on what surprised them, what was interesting, and so on.

8. On a large map of the world, ask students to use one color of push pin to mark every nation that was somehow involved in this cooperative effort. Then have students use another color of push pin to show countries whose citizens added to the information base on Antarctica used by members of the expedition team.

9. Conclude the activity by asking each student to write a paragraph on one of the following topics:

- Based on our definition of *system*, the sharing of knowledge is an example of a global system.
- It is possible for individuals to create or use global systems to accomplish a goal.

Follow-up:

Remind students that in 1959, 12 nations from around the world agreed on a treaty for the future of Antarctica. The treaty provided that any of the treaty signers could request that the treaty be renegotiated in 1991. Challenge students to find out what happened in 1991. Was the treaty renegotiated? What were the major issues involved in discussions of possible changes to the treaty? A good grade-level-appropriate source of information is *Antarctica: The Last Unspoiled Continent*, by Laurence Pringle (New York: Simon and Schuster, 1992).

Will Steger

An American, you used to be a science teacher. In 1986, you led a dogsled expedition to the North Pole. The expedition traveled to the pole without being resupplied; that is, all the supplies needed for the trip were carried from the beginning. On that trip, your path crossed that of Jean-Louis Etienne, who was skiing solo to the North Pole. You traded phone numbers on the ice. That contact eventually led to the current expedition, of which you are the co-leader.

Jean-Louis Etienne

A co-leader of the expedition, you are French. Your specialty is sports medicine. In 1986, you skiied solo to the North Pole. On that trip, your path crossed that of Will Steger. You traded phone numbers on the ice. That contact eventually led to the current expedition.

Victor Boyarsky

You are a Soviet scientist. You have worked on six separate projects in the Arctic and Antarctic. You worked at the Soviet scientific base at Vostok, Antarctica, in the 1970s and 80s. You are very strong, a fact that will be important on the expedition. You are just learning to speak English.

Qin Dahe

You are a Chinese geologist, with special knowledge about glaciers. You spent two years in Antarctica conducting research. You have never skiied before and are just learning to speak English.

Geoff Somers

You are British. You spent three years in Antarctica working on the British Antarctic Survey. You are an experienced dog-handler who knows Antarctica well.

Keizo Funatsu

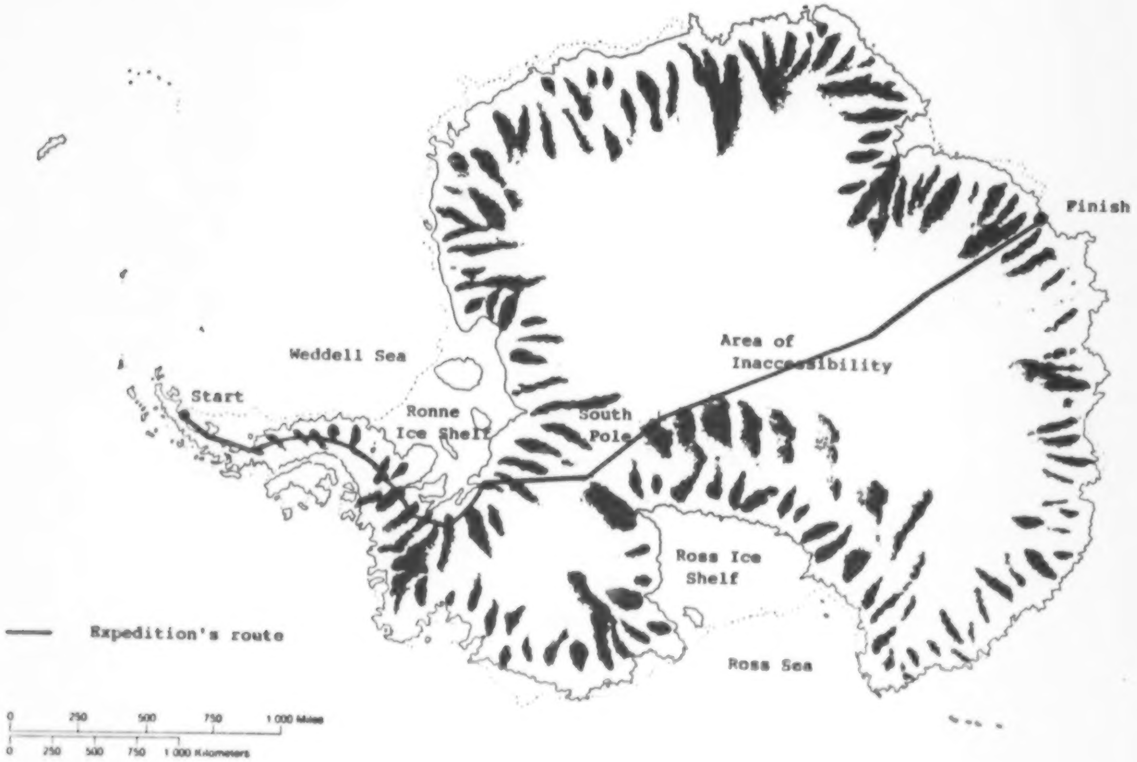
You are the youngest member of the team (age 32). You are from Japan. Although you have not been to Antarctica before, you do have four years of experience working with sled dog teams.

Handout 15-1

PLANNING A TRANS-ANTARCTIC TREK

You and your teammates are planning a trek across Antarctica. Your planned route is shown on the map below. In your group, think about how you will handle the following problems:

1. Will the group need an official language? If so, what should it be?
2. Where will your communications base be?
3. In what month will you start the expedition? Why? Given that starting date, when should you finish the expedition?
4. What kind of food will you eat? What will the dogs eat? How much food will you need to eat every day? How much will be needed for the entire trip? How will you get or carry the food?
5. How will you keep yourselves physically and mentally healthy? How will you know if your health begins to fail?
6. What kind of equipment will you need for sleeping? cooking? scientific experiments?


Finish
Area of Inaccessibility
Weddell Sea
Start
Ronne Ice Shelf
South Pole
Ross Ice Shelf
Ross Sea
Expedition's route
0 250 500 750 1 000 Miles
0 250 500 750 1 000 Kilometers

ANTARCTICA: BACKGROUND INFORMATION

Explorations

1772-1775: James Cook (Great Britain) attempts to find the "lost continent" by sailing southward. The sea ice surrounding Antarctica was impossible to sail through, but rocks on the icebergs indicated that there was land farther south. The charts of Cook's voyages were helpful to later explorers. His accounts of fur seals brought many hunters to the area.

1819: Thadeus Bellingshausen (Russia) is the first to sight the continent.

1820: Crews on British and U.S. sealing ships see the land of the Antarctic Peninsula. Most fur seals were wiped out during the 1820s.

1830s: Crews on whaling ships see more of the land of Antarctica. Whaling continues to the 1980s, nearly wiping out the whale population around Antarctica. Many countries are involved in whaling, including Japan, the former Soviet Union, Norway, and Argentina.

1841: James Clark Ross (Great Britain) uses two specially strengthened ships to get closer to the continent than anyone before. He names an active volcano on the continent Mount Erebus, after one of his ships. He also discovers a huge wall of ice, now known as the Ross Ice Shelf.

1895: Carsten Borchgrevink (a Norwegian emigrant to Australia) is the first human to set foot on the continent.

1899-1900: Norwegian and Swedish explorers become the first to camp on Antarctica during the winter. Swedish geologists in the group find fossil wood and leaf imprints on Antarctica.

1908: Britain makes the first territorial claim on Antarctica. It will be followed by 1941 with claims by Australia, France, Norway, New Zealand, Chile, and Argentina.

1911: Roald Amundsen (Norway) sets out with four experienced skiers and dog-handlers in a successful attempt to become the first to reach South Pole. Amundsen and his men killed some dogs to feed the other dogs and themselves on the trip across the ice. His early exploration taught the members of the expedition about the viciousness of Antarctic storms. Amundsen had been forced to turn back and wait a month before setting out again on his journey.

1912: Robert Falcon Scott (Great Britain) and the four other members of his party die returning from their attempt to beat Amundsen and his men to the South Pole

(Amundsen's group beat them by more than a month). The members of the British team were not well prepared; their attempt to use ponies as well as dogs to haul supplies failed when the ponies died early in the trip. Scott died in his tent, stopped by a blizzard. Scott's experience taught the current expedition to plan carefully and to keep moving, no matter how bad things got; they had to reach their destination before winter returned in March.

1912: Douglas Mawson (Australia) lost most of his food and equipment when a sled plunged over a crevasse. Although Mawson survived the 300 miles and 50 days back to camp, his two teammates didn't. From this experience, the men learned not to put all of their supplies in one sled. Instead, they traveled with three sleds, each self-sufficient.

1915: Ernest Shackleton (Great Britain) attempts to traverse the continent but fails; his crew members survive through extraordinary efforts by Shackleton.

1929: Richard E. Byrd (United States) becomes the first person to fly to the South Pole. The use of aircraft in exploration allows aerial photographs to be taken, thus increasing knowledge of Antarctica's interior and spurring map-making.

1957-1958: The International Geophysical Year prompts even greater interest in Antarctica, motivating coordinated research and progress toward a treaty.

1958: Vivian Fuchs (Great Britain) makes the first successful motorized crossing of the continent. Research conducted on the crossing makes the first profile of the continent beneath the ice available to scientists and explorers.

1959: The 12 nations most interested in Antarctica sign an international treaty preserving the continent for research. All scientific information from this research is to be freely shared. The treaty became effective in 1961 and was to remain in effect for 30 years. The original signers of the treaty were Argentina, Australia, Belgium, Chile, France, Japan, New Zealand, Norway, South Africa, the Soviet Union, Great Britain, and the United States. Six more nations—East Germany, Poland, Brazil, India, China, and Uruguay—signed the treaty later.

1973: U.S. drilling indicates there may be oil in Ross Sea.

1983: Coldest temperature on earth is recorded on Antarctica (-128° F)

1987: Greenpeace establishes the first non-governmental base on Antarctica since the 1959 treaty was signed.

1989-1990: Dinosaur bones are found on the Antarctic Peninsula.

Weather

Although many people think it snows constantly all over Antarctica, this is not true. Some areas receive less than 2 inches of precipitation a year. The peninsula averages 20 inches, and in some of the mountain areas, it can snow two feet in a day. The snow is usually in the form of pellets, rather than flakes.

Overall, Antarctica is the driest continent. Many parts are classified as deserts. It is also the coldest continent. Bodies of sled dogs dead nearly 100 years can be found on the ice, where it is too cold for them to decay. The ice on its surface reflects up to 90 percent of the sunlight it receives. Of course, Antarctica receives no sunlight between mid-March and mid-September. During these months, it is lit by stars and the *aurora australis*, the southern lights. In contrast, the sun never sets from early November until February. The peninsula is the warmest part of Antarctica.

Antarctica is also the windiest continent. The ocean surrounding the continent has some of the worst storms known on earth.

Land

Antarctica is the highest continent, but much of the land is actually below sea level. Only the tallest mountains and the land along the coast are above sea level. It is the ice that covers nearly all of Antarctica yearround that makes it the highest continent. Crevasses in the surface of the ice can be hundreds of feet deep.

Studies have shown some of the ice to be as old as 180,000 years. Studies have also shown that Antarctica is being affected by such problems as pollution, global warming, ozone depletion, and oil spills.

Wildlife

Lichen, moss, algae, and one kind of grass grow on the Antarctic Peninsula. Mites, insects called springtails, and penguins live on the coastal land. Skuas and other seabirds live near penguin colonies.

Elephant seals and fur seals have now recovered from the years of hunting. They live on islands north of Antarctica.

SIX ACROSS ANTARCTICA

by Will Steger

Trans-Antarctica officially got under way at sunrise on July 27, 1989: six men, three sleds, 40 dogs. The dogs lurched off so eagerly they overran and scattered the television crew filming our departure from Seal Nunataks. The temperature was a balmy 28°F, and the going was easy. But within ten miles we encountered the first of many blockades to come—a deep crevasse, wider than the length of three dogsleds; we were forced to detour around it.

We spent the first week establishing a rhythm for the next seven months. Keizo, Geoff, and I were each responsible for a dog team; Victor skied ahead of the sleds, acting as a scout; Jean-Louis would maintain radio contact; Dahe did daily scientific studies.

If we were to complete the crossing on schedule, we needed to ski approximately 20 miles each day. That proved to be a particular challenge for Dahe, who had never skied before joining the expedition. During the first week on the ice, he fell dozens of times a day.

No less challenging was the matter of communication. We had agreed that English would be our official language, but Victor and Dahe were still learning it. Fortunately our misunderstandings were minor...

By day 11, temperatures had dropped to zero and winds raced as high as 75 miles an hour. Whiteout conditions and a labyrinth of crevasses as deep as a hundred feet—caused by shifting snow and ice—forced us to stop. For a skier leading the way, it would have been comparable to walking blindfolded down a street with all the manhole covers removed.

As we struggled to set up our tent, Victor yelled in my ear in his rich Russian accent: "Welcome to Miami Beach!"...

Geoff Somers had flown to Antarctica the winter before and planted 12 food caches along our route to the Pole, each holding enough to feed men and dogs for about two weeks. They were our lifeblood—with constant storms we could never have depended on resupply by plane. For days at a time we were out of radio contact with our base in Punta Arenas, Chile.

Excerpted from "Six Across Antarctica," by Will Steger, *National Geographic* 178, no. 5 (November 1990), pp. 66-93.

We carried our communications ace in the hole: a radio beacon that could transmit our position to a NOAA satellite in polar orbit. The beacon also allowed us to tap out a brief message when other means failed.

On August 21, katabatic winds—vicious downdrafts that can reach 150 miles an hour—whipped across the mountains of the peninsula, blowing clouds of snow down near-vertical slopes. Bathed in calm, almost clear skies of early morning on the plain below, I marveled at the silent power of the wind, as though watching it on television with the sound turned off. I have climbed a few mountains, and I knew what it was like on those high ridges. And that was where we were headed.

As the day progressed, visibility dropped to zero. By mid-afternoon we had to camp. Putting up a tent in 60-mile-an-hour winds takes fancy footwork; Geoff came over to help Victor and me. Snatched by a sudden gust, the tent flapped off toward the Weddell Sea. With a valiant triple flying tackle, Geoff leapt high on top of the tent while Victor and I managed to shoestring the poles. That was international cooperation!

By now we had developed a steady routine. Each day began with Victor bursting from his tent clad only in Gore-Tex booties to take a "snow shower," after which he would visit the other tents to announce the day's weather... Soon none of us would budge from the comfort of our sleeping bags until Victor issued his report.

After a quick breakfast of tea and oatmeal we would dig the sleds out from under the drifted snow, harness the dogs, and travel until 1 p.m. Spread out along the trail, we had little opportunity for conversation; we welcomed the chance to gather at lunch, even if the winds were too strong to talk. On those rare occasions when the sun shone during a lunch break, Antarctica seemed almost peaceful. "There's no place I would rather be," Keizo announced on one such placid day.

Gaining the final elevation of the huge Weyerhaeuser Glacier—5,300 feet—we were skiing at last on a firm surface. But as we huddled in the lee of our sleds at our noontime break, winds filled the air with a fine drift that penetrated even our mouths when we bit into our frozen chocolate and cheese. Visibility closed down completely. We sat for the next three days.

Day 53, September 17: "We passed the 500-mile mark today," I record in my journal—only 3,200 more to go. Most of the day we travel in bleak whiteout conditions—"Like being inside a Ping-Pong ball," Keizo describes it. Whenever we lose sight of the team ahead, we drop to the snow on all fours in order to find its faint trail again.

So far we had missed two caches, their nine-foot-tall flags buried by drifting snow. We began rationing and feeding the dogs our own pemmican. (A mixture of dried meat and fat, pemmican is the staple of our diet, which averaged nearly 6,000 calories a day to cope with cold and exertion.)

For 17 days it had been like a desert sandstorm: Fine white snow infiltrated everything—clothes, tents, sleeping bags. Our lips were cracked, our cheeks frostbitten, our goggles fogged or frozen. Deep splits in our fingertips made harnessing dogs, setting up tents, and cooking extremely painful....

Day 63, September 27: "Two months ago we arrived in Antarctica under perfect conditions," my journal entry for the day records. "Now the tables have turned. The weather is the worst I have ever seen. Heavy snows, fog, constant driving wind. Yesterday Keizo's dogs quit.... Four of us ended up pushing the sled to get them started."

Our situation was worsening. We had just two days of dog rations left, and our next cache was sure to be buried. For a week we had failed to make radio contact; in this weather a plane could never find us. Still less than a third of the way to our goal, we gathered that night in Jean-Louis's tent to discuss our options.

First, we agreed, we would send out all extra equipment at the earliest opportunity: climbing gear, binoculars, right down to sewing needles. Next to go, if necessary, would be the scientific gear. We then considered all sorts of plans, even to flying the dogs out at Vostok and man-hauling the final 850 miles.

The next thought had not escaped any of us: Fewer men and fewer dogs could lighten the load and quicken the pace.... Geoff stood staunchly for all of us to push on together: "That's how the expedition was planned—either we all make it or none."

Victor chimed in next. "The dogs are just like people," he argued. "One day they're tired, the next day they'll start to pull. Let's not panic. The spirit of the expedition will keep us going!" Keizo and Dahe nodded in agreement.

I realized how strong a unit we had become. I felt now that if we stuck together, we would make it past these storms....

Day 66, September 30: "No progress," I wrote in my journal. "Out of dog food again. The snow is deeper than the dogs are tall and reaches our waists, making it impossible for either to make a trail." Ironically we now prayed for the return of the winds that had haunted us for the past month, to pack the snow for easier travel....

A resupply plane loaded with dog food found us later that day. We were safe again for a while...

In our planning we had anticipated storms every three days; the one that now besieged us was to blow for almost 60 days. Temperatures were averaging 30 below, winds as high as 90 miles an hour. Many mornings we had to dig for two hours to free the sleds and uncover the sleeping dogs....

The low point for me came the morning in mid-October when I crawled out to feed the dogs and found my old friend Tim dead. The perfect sled dog—part wolf, with thick, black coat—he had been the star of our North Pole team. Now five years old, he was weakened by the wet snow matting and freezing in his fur. I had tried keeping him in the tent at night and carrying him on my sled. But he lost his strength and his spirit and froze to death.

The first week of November the skies cleared. As we pushed beyond the Ellsworth Mountains, light winds and moderate temperatures, averaging 15 below, enabled us to travel as much as 25 miles a day. Three weeks behind schedule, we quickly made up most of the lost time.

Every day Dahe dug a pit to take samples of ice, which would later be analyzed for signs of pollution. Also as part of the scientific component of the expedition, Victor recorded weather data and ozone measurements. Jean-Louis took weekly samples for urinalysis and administered psychological tests. These were requested by the European Space Agency, in anticipation of their own planned international space team. (On the 135-foot research vessel UAP that we had had built and that followed us by sea around Antarctica, more scientific experiments were conducted by two Saudi oceanographers.)

At noon on Monday, December 11, we spotted a speck in the sky. The speck became a large cargo plane, making a low, angled landing at the Pole. The base was still below our horizon, but the plane touched down precisely on the bearing toward which Victor was skiing. We were right on target.

Antennas appeared first, then the geodesic dome of the U.S. Amundsen-Scott Station. From across the base runway we spotted the Pole itself—a barber's pole topped by a mirrored ball. Around it was planted a semicircle of flags flapping in the wind, and what looked like a long row of red fuel drums.

They turned out to be people: base personnel waiting to greet us in 20 below temperatures. In the crowd of 60 or so a big red sign read "Hello from Minnesota," my home. The dogs raced straight for it....

So far the mileage wheel on our sled had logged 2,071 miles, more than most previous Antarctic expeditions in their entirety.... We rested for three days and were off.

As we entered the area of inaccessibility, we began to climb to our highest elevation—11,400 feet. Here dizzy spells and shortness of breath made pushing sleds and wrestling with tents Herculean labors. Here too we encountered fields of sastrugi—ocean-like waves of frozen ice that made sledding difficult and skiing near impossible. Each of us fell scores of times every day...

As we climbed, the air thinned, and we had to be even more cautious about ultraviolet rays. Dahe traveled one four-hour stretch without a face mask, and the sun etched bright burns across his cheeks. No amount of sun-block cream would do, only protective covering....

We had been warned by both French and Soviet scientists that there would be very deep snow throughout the area of inaccessibility. The scientists had assured us that we would not be able to cross it by dog team. To our surprise it turned out that surfaces had been hard packed by the wind, making for relatively easy sledding.

Along our 800-mile route across that wasteland we counted on planes to resupply us twice, thanks in large part to the Soviet Antarctic Expedition, which provided an emergency ration of airplane fuel. The danger was that we were traveling on a very tight margin. If the plane had mechanical problems or failed to find us, we would be in big trouble.

The area was inaccessible in more ways than one. In addition to storms in the region, sunspots were approaching the peak of their 11-year cycle, making radio contact almost impossible. Once again we found ourselves beyond the range of modern technology.

To help pilots track us, we built five-foot cairns that cast long shadows on this featureless plain every two miles. Each cairn took five minutes and helped relieve the monotony that dominated our days....

But the real challenge was how to occupy our minds. Day after day, week after week, our routine was the same, the surroundings identical. Monotony and boredom drained us.

I spent my days designing solar houses, plotting expeditions to come, and trying to recapture sensory impressions so absent from this bare white world: the night sounds of summer, the smells of a forest, the touch of a morning sun in May. I dug deep into my mental file cabinet for such ordinary moments; here they were like precious jewels.

Jean-Louis imagined working at a different job each day—today a mine worker, tomorrow President of France. Dahe said he re-created his entire life—all his family, friends, places he had lived and visited—as we crossed the area of inaccessibility. Keizo thought about Japan, his home, and his girlfriend, and tried to sing. Geoff, ever orderly and businesslike, calculated and recalculated the miles left to go and the food required for men and dogs.

We arrived at Vostok January 18, the first to cross the area of inaccessibility on foot. We were greeted by fireworks and the 40 Soviets who work there....

Vostok is close to the coldest spot in the world, where an incredible minus 128.6°F was recorded in 1983. The morning we arrived, it was 48 below and dropping fast. I knew it would only get colder until we neared the coast, 850 miles away. Indeed, on February 6 we recorded our coldest day—54 below—and on the 15th, the worst windchill, minus 125. Windstorms like those on the peninsula swept us again, though thankfully they were now at our backs....

Soviet tractors were resupplying us now, leaving caches of food as they plied the route between Vostok and Mirnyy. The cold worsened. Though nearing the end of our trek, we could not afford to get cocky. Both Victor and Dahe had been lost in Antarctic storms in the past and were lucky to have survived. Dahe recalled an incident when a scientist had stepped out to record weather data, gotten confused in whiteout conditions, and froze to death between two buildings just 50 yards apart.

As we dropped through the storm belt and drew closer to Mirnyy, it grew warmer.... we saw our first real bird in nearly seven months—a skua—and talked about it for days. The temperature climbed to zero for the first time since August.

Two days out of Mirnyy the storms came back with a vengeance. As always in such conditions, we staked skis and poles every few yards between the tents. It was here that Keizo, looking after his dogs in the blizzard, lost his way between ski markers and had to bury himself to survive.... Finding Keizo alive was the greatest relief I have ever known.

The storms calmed the next day, and on March 3, 1990—after 220 days and 3,741 miles—we arrived at the other side of the continent.

When we pulled into Mirnyy, we were ecstatic, swept by a feeling of inexpressible joy. The Soviets gave us a rousing hometown welcome, complete with a finish line. More than a hundred people had gathered to greet us...

We sat around the table as the Soviets toasted our success, and I surveyed my teammates. We had emerged from the interior of Antarctica with our friendship not merely intact but deep and mature. This bond of true affection, woven in mutual hardship, had strengthened all of us. It had pulled us—six very different men from six very different countries—across this frozen land. Perhaps that was our biggest success; we proved in the end that we weren't very different after all....

Perhaps our expedition—as a small example of multinational effort focused on the last great frontier—would be accepted as a contribution toward the world's new awakening.

IV. STUDYING GLOBAL ISSUES AND PROBLEMS

Students who will live their adult lives in the 21st century must understand the global issues we face if they are to function as effective citizens. At the elementary level, students can begin to understand the nature of global problems as a foundation for deeper understanding of the problems and possible solutions in the future. The activities in this section aim to develop that initial understanding. The first activity helps students identify a variety of global issues. The remaining activities look at the issues of population, children's health, refugees, global pesticide use, and biodiversity.

16. IDENTIFYING GLOBAL ISSUES

Introduction:

As adults, we often feel bombarded by global issues and problems, but we may be unaware of how young children perceive these problems. This activity is designed to let students share their views on global issues and to make then aware of issues they may know little about.

Objectives: Students will be able to:

1. Identify global issues as problems requiring actions by several countries.
2. List several global issues.
3. Value cooperation as a means of solving problems.

Grade Level: 3-6

Time Required: 1 class period

Materials and Preparation: You will need a collection of newspapers, a world map, string, and red and blue pushpins. Students will need red and blue crayons. For younger students, you may want to pre-select articles and create simplified versions of the headlines that would allow students to do the activity as a group.

Procedure:

1. Divide the class into groups of four or five students. Give each group several newspapers and ask them to find two examples of articles that involve interaction between at least two countries. Articles involving cooperation should be marked with a blue check; those involving conflict or a problem with a red check.

2. Give students red and/or blue pushpins and string so they can show the relationships they identified on a world map. (If your class did Activity 14, they can simply add to the map created as part of that activity.)

3. Ask students whether there are more examples of conflict or cooperation on their map. List students' examples in each category on the chalkboard. Allow time for students to list other problems or issues they have heard or read about.

4. Choose one of the conflicts listed on the chalkboard and lead a class brainstorm on possible solutions to the problem. Point out that because problems have multiple causes, possible solutions are complex.

5. Remind students that global problems can only be solved when two or more countries take action. Conclude the lesson by helping students evaluate and revise their brainstormed solutions according to this criterion.

Activity developed by Paul Mulloy, Bruce Tipple, and Laurel R. Singleton.

Follow-up:

Let each group from Step 1 choose one problem for which they will continue to search for articles. Each group could plan a visual presentation on its issue.

17. POPULATION, MORE OR LESS

Introduction:

Interrelationships exist in every phase of society. How well we understand these interrelationships, recognizing the subtle as well as the obvious ones, will allow us to make important decisions about ourselves, our present and future, and the resources we depend upon. This activity introduces students to a systems approach to thinking about population. It points out simple cause-and-effect relationships affecting the human population and helps students develop networks of relationships.

Objectives: Students will be able to:

1. Define overpopulation as one important global issue.
2. Describe some of the consequences of population growth.
3. Discuss the interrelationships between population and the environment.

Grade Level: 3-6

Time Required: 1 class period

Materials and Preparation: Make a set of the Word Cards and cut them apart. You may want to tape them to the chalkboard so that they will be visible to the entire class. Make a set of similar sized cards that say *MORE* and *LESS*; make enough cards so that half the students have cards saying *MORE* while the other half have cards saying *LESS*. You will also need string or yarn.

Procedure:

1. Ask students if they have ever heard the phrase "population explosion"? What do they think it means? (Rapid growth in the number of people on earth) Why might growth in the number of people be a problem? (Accept all student answers.)

2. Tell students that they are going to take part in an activity that will demonstrate some of the effects of population growth. Randomly distribute the "MORE" and "LESS" cards so that each student has one or the other. Draw students' attention to the word cards displayed in the front of the room. Ask one student with a "MORE" card to come to the front of the room; give that student the word card that says "PEOPLE" and ask him/her to display the two words together.

3. Next, ask students one by one to pick word cards that, when combined with the "MORE" and "LESS" card they hold, will complete a statement that is true or logical. For example, "MORE PEOPLE" means "MORE HOUSES." Use yarn or string to link the students holding related phrases. Subsequent students can link their phrases to the original phrase or to one of the resulting phrases. For example, a student might link "MORE HOUSES" with "LESS HABITAT."

Activity adapted from "More or Less," *Elementary Population Activities Kit* (Washington, DC: Zero Population Growth, 1980).

4. When all possible relationships have been identified, redo the activity using a different starting phrase.

5. Discuss the web created by the students using such questions as: Are all relationships as clear-cut as they are stated? For instance, must more factories mean more noise, more jobs mean more pollution? Do more houses always mean less wildlife habitat? Under what circumstances could or would these relationships change?

6. Ask students to write a paragraph or draw a picture or cartoon describing how the web showed that "Everything is connected to everything else."

Follow-up:

1. Encourage students to construct an illustrated web on the bulletin board, using words, phrases, and relationships similar to those they used in this activity. They can cut pictures from magazines to help illustrate the words used.

2. Have groups of students look for evidence of too much or too many of something, while other groups look for evidence of not enough or too few of something. What constitutes good evidence? Why? What could be done about the problems identified? Groups could also look for evidence of such ideas as:

- Humans produce materials.
- Human populations depend on the natural environment.

People

Deaths

Births

Water

Clean Air

Pollution

Jobs

Gasoline

Houses

Factories

Habitat

Injuries

Accidents

Freedom

Money

Cars

Laws

Oil

Land

Drought

Wars

Minerals

Engandered Species

Illnesses

Noise

Fish

Robberies

Weddings

Food

Soil

Trees

Birds

18. PROTECTING CHILDREN'S HEALTH

Introduction:

More than 140 nations around the world have agreed to the principle that children should receive "first call" on the world's health care resources. Unfortunately, however, the goal of adequate health care for all the world's children has not yet been met. This activity is designed to help students explore some of the problems surrounding children's health.

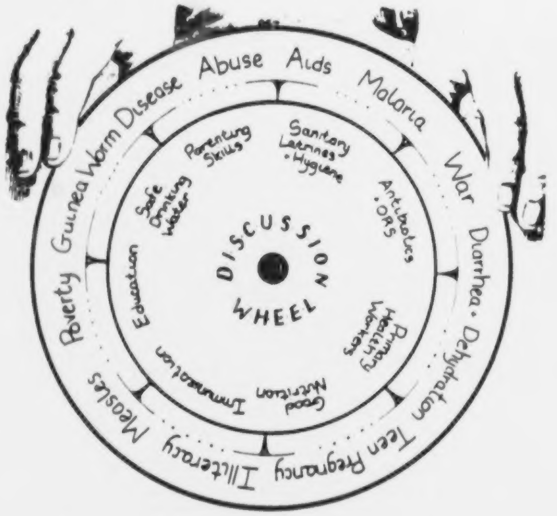
Objectives: Students will be able to:

1. Describe several of the remedies that health experts feel are critical to improving children's health worldwide.
2. Discuss how various solutions could be applied to health problems.

Grade Level: 5-6

Time Required: 1-2 class periods

Materials and Preparation: Make copies of Handout 18-1 for all students. Make enough discussion wheels so that each group of four or five students can have one. To make a discussion wheel, cut out two different-colored circles, one about 4 inches in diameter and the other about 6 inches in diameter. Lay the smaller circle on top of the larger one. Push a metal fastener through the centers of both circles. Along the rim of the larger circle, write some of the problems that hurt children's health—things like poverty, illiteracy, war, and infections. Along the rim of the smaller circle, write some solutions or tools that help children's health—things like education, good nutrition, antibiotics, and toilets. A sample is shown below.


Abuse
Aids
Malaria
War
Diarrhea • Dehydration
Teen Pregnancy
Illiteracy
Measles
Poverty
Guinea Worm Disease
Parenting Skills
Sanitary Latrines • Hygiene
Antibiotics • ORS
Primary Health Workers
Good Nutrition
Immunization
Education
Safe Drinking Water
DISCUSSION WHEEL

Excerpted from FACES' March 1992 issue: *Protecting Children's Health*, © 1992 Cobblestone Publishing, Inc., 7 School Street, Peterborough, NH 03458. Reprinted by permission of the publisher. *Faces* article by Ann L. Rappoport.

Procedure:

1. Ask the students to list things they do to stay healthy. Post their responses on the chalkboard.

2. Next, ask them to consider whether the issues of health are different for a young boy like Marcos, who lives in Sao Paulo, Brazil. Marcos spends six hours every day searching through the garbage dumps for food and items that he can sell. What health problems is Marcos likely to face? (Tetanus, hepatitis, infections, etc.) What, if anything, can Marcos do to try to stay healthy?

3. Tell students that more than 40,000 children die every day from malnutrition, diseases, and circumstances that we already know how to prevent or cure. While 140 nations have agreed that children should have "first call" on health care (and other) resources, many children lack the basics needed for good health. Organizations like the World Health Organization (WHO) and the U.N. Children's Fund (UNICEF) are working to provide children around the world with the "Top Ten Facts for Life." Distribute Handout 18-1 and go over the facts with students.

4. Point out that many of the "Top Ten Facts" involve educating people about health care and sanitation. Some very creative ways of educating people have been developed. For example, health messages appear on supermarket bags in Brazil and on milk cartons in Turkey. They are promoted at camel races in Sudan and by soap opera stars in Somali. Song contests in Guinea-Bissau and pop singers in Sierra Leone send basic health messages as far as possible. Ninth-graders in Colombia spend 30 hours as "health monitors," visiting assigned neighborhoods and sharing health information with families. Encourage students to brainstorm other ways of educating people about health issues.

5. Tell students they are going to have a chance to think further about solving children's health problems. Divide the class into groups of four or five students and give each group a discussion wheel. Explain that the wheels are designed to help students create new ideas or develop ideas they already have. Group members match any problem to any solution by turning the two wheels in opposite directions. Make up some questions about each topic. For starters, students might ask what if, why, and how questions. Groups should then see if they can come up with a connection they haven't seen before. When students are ready for another topic, they can turn the wheels again and continue the discussion.

6. Allow time for groups to share some of their better ideas with the class.

Follow-up:

1. Encourage interested students to write to WHO or UNICEF to find out what they can do to help these organizations in their efforts to improve children's health. They might also contact local health care agencies to find out how they can help address health care problems in their own communities. (Students should not leave this activity thinking that all children in the United States have adequate health care.)

2. A great deal of additional information about children's health is provided in the issue of *Faces* on which this activity was based. Interested children could find this magazine in the library and report to the class on such other topics as safety issues in various settings and traditional healing methods. Another research topic for interested students is herbal medicine; Native Americans had developed many effective herbal remedies before European contact. Today, holistic health practitioners are returning to many of these remedies. Students might investigate possible reasons for the renewed interest in such practices.

Top Ten Facts for Life

- ✓ Clean water, sanitation, and hygiene
- ✓ Immunization
- ✓ Special feeding and nourishment for young people, especially those who suffer from illness and diarrhea
- ✓ The use of oral rehydration salts, a mixture of water, sugar, and salts that helps restore life-sustaining fluids and minerals to a body weakened by diarrhea
- ✓ Safe motherhood: avoiding pregnancy before the age of 18, spacing births at least two years apart, prenatal care and nutrition, and breast-feeding babies
- ✓ Prompt medical care when a child with a cough is breathing much more rapidly than usual (often a sign of pneumonia, killer of more than three million children each year)
- ✓ Protection from malaria
- ✓ Education to prevent the spread of AIDS
- ✓ Concern for female children, who are given fewer advantages than boys in some societies
- ✓ Basic education (at school) for every child

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19. REFUGEES

Introduction:

During the 20th century, there have been refugee groups from every continent. How to take care of these refugee groups and help them find homes in new countries has become a global concern, adopted by the United Nations, individual nations, and private organizations. In this inquiry activity, students analyze case studies to arrive at a definition of *refugee* and to understand the problems refugees face.

Objectives: Students will be able to:

1. Define the term *refugee*.
2. Identify several historical and contemporary refugee groups around the world.
3. Cite reasons why people would become refugees from their own country.
4. Empathize with the problems faced by refugee groups.

Grade Level: 4-6

Time Required: 1-2 class periods

Materials and Preparation: Make a set of the Case Study Cards, as well as copies of Handouts 19-1 and 19-2. Students will also need world maps, either in textbooks, atlases, or on classroom wall.

Procedure:

1. To introduce the activity, ask for a volunteer to define the term *immigrant*. Students should describe an immigrant as a person who leaves his/her native land to live in another country. Explain that, throughout its history, the United States has become home to hundreds of different immigrant groups from all over the world. In fact, all Americans, with the exception of Native Americans, can trace their family history in the United States back to immigrants. Explain to the class that today they will learn about a special category of immigrants, called *refugees*.

2. Divide the class into six groups and assign each group one case study. Each group should also have access to a world map, either from a textbook, atlas, or other source. Each case provides an example of a historical or contemporary refugee group. Through their analysis and discussion of these examples, students will recognize characteristics shared by all these groups. They will use their information to develop a definition of *refugee*. As the groups read their case studies, instruct them to complete the analysis sheet on Handout 19-1.

Activity developed by Lynn Parisi.

3. When groups have completed their task, ask each one to report on the people they studied. What is the name of the group? Where were/are they from? Have a volunteer show the nation of origin on the classroom world map. When did these people leave their home? Why did they leave? Where did they go? Record relevant information for each case study on the chalkboard—particularly each group's reason for leaving its home country.

4. Ask the class to consider the information compiled about all these groups. What similarities do students see in how the various groups were treated in their home countries? Why and how they left their home countries? In what they hoped to find in a new country? Students should be able to recognize that all the groups faced unsafe or unfair conditions in their own countries. All groups felt they had to escape their own countries for their safety.

Based on similarities they have discovered, have students formulate a definition of *refugee*. Why is a refugee different from other immigrants? Students should respond that a refugee is a person who *must* leave his or her home to escape an unsafe situation. Unlike other immigrants, who usually *want* to move to a new place, refugees usually do not want to leave their own countries but feel that they must. They leave their countries to find refuge, or safety, in a new country.

5. Explain to students that refugees are often categorized by the reasons why they left their own countries. There are religious refugees, who want to practice their religion without punishment; political refugees, who want to escape governments or laws which they believe are unfair; and economic refugees, who escape because they cannot work or cannot keep the money from their work in their home country. Some refugees leave home for a combination of reasons.

As a class, go through the case studies again, having students categorize each group as religious, political, or economic refugees.

6. Ask students if they would want to leave your community and move to a new state. Can they think of any situations that would make them feel they just couldn't stay in your town anymore? Ask students to identify reasons why they would not want to move. They might mention such things as loss of friends, fear of a strange school or neighborhood, loneliness, getting lost, and so on.

Explain that just as it would be very difficult for many students in your class to move to a new place against their will, it is very sad and frightening for refugees to leave their home country and go to a strange new country. In addition to leaving behind their friends, relatives, and houses, refugees must often leave behind many of their belongings. In addition, they must go to a place that has a different language, customs, and often food, clothing, and weather.

7. Distribute Handout 19-2, explaining that this story was written by young refugees to the United States. Read the material aloud in class. How did these young people feel about their home countries? Did they love their countries? Do they miss home? What do they miss? How do they feel?

Follow-up:

1. Invite a guest from a refugee group or organization in your community to speak to the class about the history and customs of this group, their trip to the United States, and their adjustments to life in this country.

2. Launch a novel study based on refugees. Many books about the refugee experience are available; ask the librarian for assistance in identifying several suitable for your students.

Case 1: Pilgrims

The word *pilgrim* describes a person who takes a long trip, especially a trip for religious reasons. In American history, the Pilgrims were a religious group that came to America from England in 1609. The Pilgrims felt that they had to leave England because the government would not let them practice their religion. They began a new colony in Massachusetts, where they could practice their religion in peace.

Case 2: Southeast Asians

In the 1960s and 1970s, there were civil wars in several countries of Southeast Asia. Some of the people wanted communist governments and some did not. The communists won the civil wars in Laos, Vietnam, and Kampuchea. Thousands of people who had fought against communism in these countries were afraid that they would be imprisoned or killed as enemies of the new government. They felt they had to escape from their own countries if they were to survive. Some people escaped through the jungles and mountains into neighboring Thailand. Others loaded everything they could into small boats and tried to sail to Malaysia, Indonesia, or Thailand. Many of these people eventually settled in the United States, Canada, Australia, and European countries.

Case 3: Soviet Jews

For many years in the Soviet Union, all religions were officially outlawed. People who tried to practice their religion could be punished and imprisoned. The Soviet government was especially harsh towards Russians of the Jewish religion. Because of this, many Soviet Jews asked permission to leave the Soviet Union and move to a country where they could practice their religion freely. Sometimes they had to wait many years before the government would let them leave. In the 1980s, they went to countries such as the United States and Israel.

Case 4: Iranians

In 1979, the government of Iran changed. The man who had been the dictator of Iran for many years, the Shah, was forced out of the country. A new leader, the Ayatollah Khomeini, took over. The Ayatollah and his followers changed Iran into a very strict, religious country based on the Moslem religion. Many people fled from the new government of Iran. Some people had been followers of the old leader, the Shah, and were afraid they would be killed by the new government. Some people did not want to live under a strict religious government. Many of these people moved to the United States and European countries.

Case 5: Vietnam War Protesters

At times in our history, people have sought escape from U.S. policies they did not like. In the 1960s and 1970s, the United States was fighting a war against communism in Vietnam, a small country in Southeast Asia. Young men were drafted into the U.S. Army. They were sent to Vietnam to fight the war. Some young men believed that the United States should not fight this war; they believed very strongly that the war was a bad thing. They broke the law and refused to join the army. If they stayed in the United States, they were put in jail. So some young men escaped to Canada or European countries rather than go to jail or fight in a war they believed was wrong.

Case 6: Somalis

In 1992, famine and fighting among clans created desperate conditions in Somalia. More than 300,000 people died in just ten months. With millions facing starvation, people felt the only way to survive was to leave. Many left their country on boats, with no assurance that any country would take them. Tens of thousands settled in the Middle Eastern country of Yemen. Yemen has economic problems of its own. Its leader only agreed to take in a boat with 2,000 Somali refugees after the United Nations promised to care for them.

CASE STUDY WORKSHEET

Answer these questions about the group of people you have read about. Be prepared to share what you have learned with the class.

1. What group did you read about?____
2. Where are they from?____________________________________ Be sure you can find this country on a world map.
3. When did these people leave their country?________________________________
4. Why did they leave their country?_______________________________________
5. Where did they go?____

ESCAPE FROM VIETNAM

By Chu'o'ng Lê and Hùng Phan

My name is Le Khanh and I lived under a Communist regime for five years in Vietnam. The first year the Communists granted us the freedom to move around the country. They lifted the taxes from us. But, the second year they forbade everything. Then, people began leaving the country. Some bribed guards to get out. Many people were leaving in small fishing boats. The weighted-down boats were so heavy that they began sinking as they left the coast and people drowned. Other refugees' boats were sunk as they approached islands and hit hidden rocks. Many people were caught by the Communists' ships. Still other boats were robbed by Thai sea pirates, and the people on those boats lost all their personal belongings and all their food.

Some people tricked or bribed the army to get out. A few families escaped this way from Vietnam. Some tried and did not know where they were going. Sometimes they stayed at sea for ten or fifteen days without food or water. So, when those people saw an island they would go to live on it without food or water. Only one half of the people on each boat made it and the rest died. Many people went crazy because of the crowded conditions and the sight of death all around them. Some people lost their way and ended up back in Vietnam, thinking it was Thailand or Malaysia. Then the Communists would capture them and put them in jail with little or no food or water. Still, everyone keep trying to get away from the North Vietnamese.

Some of the people who tried to get into Thailand were attacked by bandits. These bandits stole their money. If the refugees tried to stop them, they were killed. It was very dangerous to try to cross the borders, but they had to try. Later, ships came from the United States, Germany, Denmark, and other countries to try and rescue some of the refugees.

For those who reached the refugee camp, conditions were very crowded. The refugees received very little to eat, only two pounds of rice and fish for adults, and one pound of rice and one fish for those under eighteen. I lived in Songkla Camp for three and one-half months. There were many people who did not even have a change of clothing—conditions were very bad. I was finally able to leave in July of 1980, and I came to the United States. I will never forget the awful condition of that camp—the curfews, the sadness when you didn't get a sponsor right away, the hunger, and the misery. I was lucky to get a sponsor along with my brother and sister. We all came to the United States together. I'm very happy to be away from the situation in Vietnam and to be safe in the United States.

Excerpted from *Worldwinds* (Boulder, CO: Center for Studies in English As A Second Language, 1982). Used by permission of the publisher.

TOU

Every time I moved
from place to place
no school for years

Every day I stayed home
no food to eat
no clothes to wear
no fun at all

Since then I've never found
my old friends again
Every minute counted slowly
and...

I didn't know what to do
because of the war

GAO

I feel safe here
There are a lot of changes for me
that make me feel wonderful inside
I feel like a better person here
I feel like I am an American
I love Laos because it is

the land where I was born
I like the United States because
here I can own things more easily

20. PESTICIDES: A GLOBAL PROBLEM

Introduction:

Technology has increased the level of interdependence in the world. Some technological advances have had a detrimental effect on the global environment. The use of pesticides is a good example. Many pesticides banned for use in the United States because they have been proven toxic and carcinogenic are still being manufactured and sold to other countries, particularly Third World countries. These countries use the dangerous pesticides on food crops that are then exported to other countries, including the United States. The United States depends on these countries for a large portion of its fruits and vegetables. The countries growing the crops depend on the United States and other developed nations to provide the pesticides needed to produce these food crops. Meanwhile, the pesticides and foods grown with them pose environmental and health problems both here and abroad.

This lesson introduces students to the pesticide problem. Through their examination of this issue, students learn how the nations of the world are interdependent.

Objectives: Students will be able to:

1. Identify use of pesticides as a global environmental issue.
2. Explain how this issue illustrates global interdependence.
3. Analyze arguments for and against using dangerous pesticides.
4. Recognize the value of diverse viewpoints on an issue.

Grade Level: 5-6

Time Required: 1 class period

Materials and Preparation: Make copies of Handouts 20-1 and 20-2 for all students.

Procedure:

1. Have students brainstorm a list of major environmental problems that are a result of technological developments. (The students may identify such problems as air and water pollution, energy shortages, population growth, depletion of natural resources, nuclear waste disposal, nuclear weapons, etc.) List the problems on the chalkboard.

2. Ask students how many of the problems are global—affect all nations. How does the fact that nations share problems illustrate interdependence?

3. Distribute copies of Handout 20-1 and read this information aloud with students. Ask the students:

Activity developed by Janice V. Pearson and Bruce Tipple.

- What environmental problems does this article talk about?
- What technological problems does it mention?
- How serious do you consider this problem?
- Who is most seriously affected by this problem?
- What is the major effect of this problem on the people of the world?

4. Give each student a copy of Handout 20-2. Students should complete these worksheets before discussion is continued. The worksheet allows students to look at both sides of the pesticide issue.

5. Summarize the activity with the following questions:
    - In what way does this issue illustrate global interdependence?
    - Can you think of other ways in which nations are interdependent?
    - Who is responsible for solving global environmental problems such as the problem with pesticides?
    - How can you help solve global environmental problems?

Follow-up:

Students may conduct research in their local community to answer two questions: (1) what pesticides are used or sold in our community? and (2) what foods available in our community are imported from Third World or developing countries? Students may simply answer these questions or may delve further into each, looking at what ingredients are used in the pesticides sold locally, what the health and environmental effects of these pesticides are, which foods available locally were grown in countries that used banned pesticides, how grocery importers work with the Food and Drug Administration, and so on.

THE PESTICIDE PROBLEM

Pesticides are chemicals that control or kill pests that destroy crops or spread diseases. Pests can be insects, weeds, or diseases. Pesticides are a technology—a scientific method people have developed for achieving a practical purpose. The three kinds of pesticides are:

1. Insecticides, which kill insects.

2. Herbicides, which are used to kill weeds.

3. Fungicides, which kill organisms that cause plant diseases.

Some pesticides cause serious health problems, such as birth defects, cancer, liver damage, and death. They can also build up in the environment and kill birds, fish, and animals. They may poison the water used by people who live nearby.

Because of these problems, the U.S. government has said that some pesticides cannot be used in our country. These pesticides can still be made in the United States. They can then be sold to other nations. The largest market for these pesticides is in developing nations. The pesticides help farmers in these countries grow more fruits and vegetables for sale to other countries. This helps the economies of the developing nations.

This causes health problems for at least four groups:

1. The workers who make the pesticides and transport them to the countries where they are used.

2. The workers who use the pesticides in the developing countries.

3. People living near where the pesticides are used.

4. People who eat the food grown using pesticides.

Many of the foods grown using pesticides are sold to the United States. Although our country has laws saying how much pesticide can be in a food before it is unsafe, the government can test only a few of the many shipments of food coming into our country. Some pesticides cannot be discovered by the tests we now have.

As a result, many scientists believe that Americans are eating foods containing too much pesticide.

PESTICIDE WORKSHEET

1. List the problems caused by pesticide use.

2. List benefits of using pesticides.

3. Can the pesticide problem be solved by the actions of one country? Why or why not?

21. ENDANGERED SPECIES: WHY AND WHERE

Introduction:

This activity uses a topic of intrinsic interest to students—animals—to develop understanding of human-environment interactions. Students learn about the extinction of the dodo bird and then create maps of 24 endangered species worldwide.

Objectives: Students will be able to:

1. Define the following terms: *extinct, endangered species, PCBs, DDT.*

2. Describe the relationship between human interaction with the environment and the potential endangerment of animal species.

3. Map the location of endangered species.

Grade Level: 3-6

Time Required: 2 class periods

Materials and Preparation: Make copies of Handouts 21-1, 21-2, and 21-3. You will also need student atlases.

Procedure:

1. Ask students to read and discuss Handout 21-1. Review with students some of the possible causes of animal and plant extinction:

- Habitat destruction: People all over the world are destroying animal habitats at a rapid pace. The population of the world is growing very quickly. As a result, people need more farms to grow food and more land to build homes. As people use more land, more animals lose their homes. Animals need protected places to raise their young. If there is not enough cover or if too many people live nearby, some species will stop producing young.
- Overhunting: In many parts of the world today, people do not have to hunt animals for food. Nevertheless, animals are still hunted for sport or for products like furs and oil. Because of the efficiency of human hunters, any animal can be overhunted to the point of extinction.
- Pollution: Species are also endangered due to pollution. Pollution happens when something finds its way into the environment that does not belong there. Chemicals and artificial materials destroy habitats. Some of the worst chemical pollutants are insecticides such as DDT [dichlor-diphenyl-trichloro-ethane] and PCBs [poly-chlorinated biphenyls].
- Accidental kills: Many animals are killed accidentally by cars and boats. When a wild animal wanders onto a highway, it many times doesn't make it to the other side. Three endangered species in Florida alone have become frequent victims of accidental kills. The Key deer and the Florida panther are killed on roads and highways. The Caribbean manatee, a peaceful water creature, has been mowed down and injured by the propellers of motor boats. Envi-

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Activity developed by Paula Jones, Briscoe Middle School, Beverly, MA.

ronmentalists say there are probably only 1,000 surviving manatees in Florida. In one year alone, 105 were reported killed in accidents.

2. Distribute Handouts 21-2 and 21-3. Have the students find the locations of the endangered species listed on the handout and place them on the world map. They should provide a key for the map, giving the names of the species, their locations, and the causes of their possible extinction.

3. Students can further illustrate their maps with drawings of the various endangered species found in the handout, or they may use books and magazines to find pictures of the endangered species.

Follow-up:

1. Have students prepare reports, oral presentations, and bulletin board displays on selected endangered species. Students can research specific endangered species and describe why they are endangered and what measures, if any, are being taken to protect them.

2. Have students take specific actions to save endangered animals. These activities could include fundraisers, letter writing, or teaching classes of younger children.

THE END OF THE DODO BIRD

Some things money can't buy.

One of them is a dodo bird. No matter how much money you might have, you'll never find a dodo bird for sale. You might be able to find the bones of a dodo in a museum, and you can see drawings of a dodo in books. But you will never find a live one. Dodo birds lived on the island of Maritius, 500 miles east of Madagascar in the Indian Ocean. European explorers discovered the bird in the late 1500s. By the late 1600s, they had driven it to extinction.

The dodo was a very odd-looking bird. It was somewhat turkey like, but larger, with an odd shaped bill. It had probably descended from doves that had colonized the island thousands of years earlier—probably blown there by storms. On Maritius, the dodo had no natural enemies and so evolved no natural defenses. It couldn't fly and it wasn't very smart. When explorers came, their dogs easily killed the bird. The sailors eventually added the bird to their diets. Hunting a dodo was simple. The sailors walked up behind the bird and bashed its head with a club.

It wasn't surprising that the dodo bird died out. It was later remembered like a mythical animal such as a sea serpent or dragon. Later, a box of dodo bones proved they really did exist.

The dodo fit its environment well, but when it was disrupted by other animals—dogs, pigs, and especially human beings—the bird was unable to cope. The dodo can be seen as symbolic of all endangered species—unable to adapt or cope in a world increasingly dominated and changed by human beings.

When a species becomes extinct, no power or amount of money can bring it back.

Today there are many endangered species (plants and animals) that could also be gone soon: species like the African cheetah, the South American otter, the Chinese panda, the Arctic polar bear, and almost every species of whale.

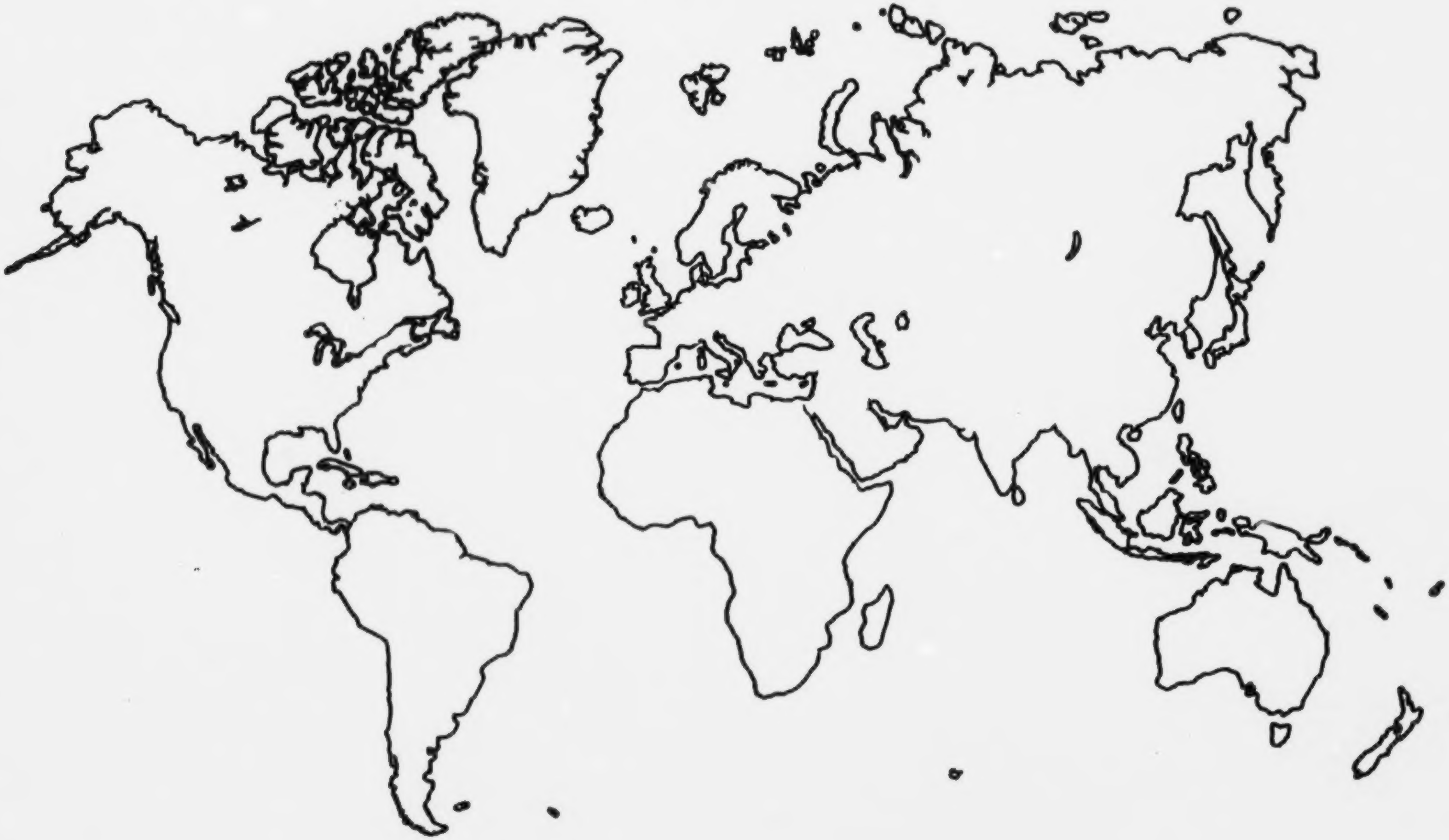
When species like these are in danger of extinction, they are classified as "endangered species." The most important reasons for the endangerment of species are: (1) habitat destruction, (2) overhunting, (3) pollution, and (4) accidental killing.

ENDANGERED OR EXTINCT SPECIES—LOCATION AND CAUSE OF EXTINCTION

Species	Location	Causes Of Extinction
1. Dodo bird	Maritius	overhunting
2. Ivory-billed woodpecker	Texas	habitat destruction
3. Brindled-tail wallaby	Australia	habitat destruction
4. Spider monkey	Brazil	habitat destruction
5. Puma	Costa Rica	habitat destruction
6. Mountain gorilla	Zaire, Rawanda	habitat destruction
7. Aye Aye	Madagascar	habitat destruction
8. Golden lion tamarin	Brazil	habitat destruction
9. Lemur	Madagascar	habitat destruction
10. Giant tortoise	Galapagos Islands	habitat destruction
11. Hawaiian goose	Hawaii	habitat destruction
12. Puerto Rican parrot	Puerto Rico	habitat destruction
13. Vicuna	Andes Mountains	overhunting
14. Red kangaroo	Australia	overhunting
15. Barbary leopard	Atlas Mountains	overhunting
16. Condor	Central California	pollution
17. Hawksbill turtle	Central California	pollution
18. Key deer	Florida	accidental kills
19. Florida panther	Florida	accidental kills

20. Manatee	Florida	accidental kills
21. Panda	China	habitat destruction
22. Snow leopard	Central Asia	overhunting
23. Python	India	overhunting
24. Elephant	East Africa	overhunting

THE WORLD



V. STUDYING GLOBAL HISTORY

Understanding global systems and global issues demands some knowledge of the historical conditions and events that led to the current world situation. In addition, it is useful for students to see that the world connections so much a part of our lives today began centuries ago. The activities in this section strive to develop that realization by looking at topics that are both interesting to students and representative of the contact between civilizations that has occurred for the past 2,000 years. These topics are inventions, migrations, architecture, food, and individual rights.

22. A WORLD OF INVENTIONS

Introduction:

Societies from every part of the world have produced inventions that affect our lives today. In this activity, students examine some of those inventions, place them on a timeline, and analyze their impact on life today.

Objectives: Students will be able to:

1. Describe contributions of various cultures to modern life.
2. Place inventions in chronological order.
3. Appreciate the creativity of all cultures.

Grade Level: 3-6

Time Required: 2 class periods

Materials and Preparation: Reproduce and cut up the list of inventions. Prepare the room by stretching a length of poster paper along one entire chalkboard or wall. Make a timeline on the paper that covers the years from 3000 B.C. to the present. Center the line vertically so that students will have room to draw above and below the line. (**Note:** If you do not think it will confuse students, you can compress early sections of the line, as there will be more items entered in later years.) You will need world history texts and encyclopedias for student research. Students will need drawing materials.

Procedure:

1. Distribute one item from the list of inventions to each student. Inform students that they are to find information about their inventions in a history book or encyclopedia. They may not be able to find the exact date as listed; they may even find another country of origin (differences in information should be discussed). On a sheet of notebook paper, each student should design a rough illustration that shows what the invention is and how it is important to us.

2. After the rough illustrations are finished, have students transfer their drawings to the correct locations on the timeline.

3. When all students have completed their drawings, allow time for students to examine the timeline. Have them note the number of countries represented on the timeline and the range of inventions. Have students return to their seats and discuss the project. What can they say about the number of cultures represented? What areas are not represented? What might be some reasons? (All cultures are inventive, but not all of those inventions have affected the entire world.) Which inventions are most important to us today? Which have changed the most? The least? What inventions would you add that do not appear on the list?

Activity developed by Robert D. LaRue, Jr.

Follow-up:

1. Have students propose inventions that would help the whole world today. This may include drawings as well as descriptive writing.

2. Encourage students to research spin-offs from the space program. Many items developed for use in space have been adapted to everyday uses as well. How many "space spin-offs" do students have in their own homes?

INVENTIONS LIST
(Duplicate and cut into strips)

Bread	3000 BC	Sumeria
Brick	3000 BC	Sumeria
Calendar	3000 BC	Egypt
Clock	1500 BC	Egypt
Coin	6000 BC	Turkey
Computer	1834	England
Writing	3500 BC	Sumeria
Telegraph	1794	France
Weaving Loom	3000 BC	Europe, Pakistan
Steam Engine	1775	England
Penicillin	1928	England
Scientific Chemistry	720	Arabia
Newspaper	748	China
Horse-Drawn Train	1795	England
Paper	100	China
Paper Money	600	China
Book Printing	1045	China
Arabic Numerals	814	India
Atomic Bomb	1945	United States

Gunpowder	1000	China
Alphabet	2000 BC	Egypt
Smallpox Vaccination	1796	England
Barometer	1643	Italy
Bicycle	1839	Scotland
Telescope	1600	Holland
Television	1925	Scotland
Telephone	1876	United States
Photography	1827	France
Canned Food	1810	France
Submarine	1901	United States
Musket	1525	England
Cast Iron Bridge	1773	England
Steel	900 BC	India
Color Movies	1928	United States

23. MIGRATIONS: PEOPLE ON THE MOVE

Introduction:

Throughout history, individuals and groups of people have moved from one location to another. These moves, motivated by political, economic, climatic, and social events, have been the basis for many of the cultural connections among nations in today's world. This activity asks students to examine the origins of their own families and the reasons for their current locations.

Objectives: Students will be able to:

1. Trace the national origins of their families.

2. Classify reasons for moving into various categories.

3. Show movements on a world map.

Grade Level: 4-6

Time Required: 3-5 class periods

Materials and Preparation: Make copies of Handouts 23-1 and 23-2. You will need a large political map of the world on which students can write. You will also need markers or crayons. If you plan to extend the activity to the entire school, as suggested in the Follow-up section, you will also need yarn and a copy of Handout 23-3 for everyone in the school.

Procedure:

1. Introduce the topic of migration of people. Brainstorm with the class reasons people would want to move. List these reasons on the chalkboard as they are suggested. Create these categories: political, economic, social, religious, climatic, other. Briefly explain each category. Go through the list of ideas generated by students and have students decide which category each reason best fits. Enter each reason under its correct category.

2. Have students think about how their families came to live where they do. Distribute Handout 23-1 and read through the questions with the students. Assign this as homework; allow 2 to 3 days for its completion.

3. Write the categories of reasons for migrating on the chalkboard again. Have students discuss the responses they obtained on the questionnaires, focusing on the reasons for migrating. Into which categories do the reasons fall? Which kinds of reasons were most common? Least common? Why? What historical events influenced movement into the area where you live?

4. Transfer the information on the questionnaires to the world map. Write each person's name in the original location and use a yardstick to draw a line to the location of the school. Use the atlases to locate the nations, states, and towns that appear in the questionnaires.

Activity developed by Robert D. LaRue, Jr.

5. Distribute Handout 23-2 and have students complete the exercise. Correct answers are: **1.** C or E; **2.** E; **3.** E; **4.** P or R; **5.** E; **6.** P; **7.** P; **8.** P ; **9.** R.

Follow-up:

1. The activity could easily be expanded to include the entire school. Ask other teachers to have their classes complete the forms. Then collect the forms and have students sort them by nation or state of origin. On colored paper, create a list of the people born in each state or nation. Tape the lists on the map near the correct locations and run a piece of yarn from the list to the location of the school. this makes an excellent display for schoolwide multicultural or international celebrations.

2. Interested students might undertake more extensive family history projects. A useful resource for such projects is *The Great Ancestor Hunt: The Fun of Finding Out Who You Are*, by Lila Perl (New York: Clarion, 1989). This nonfiction book provides historical background in various immigrant groups as well as an overview of the sources used in genealogical research.

MIGRATION QUESTIONNAIRE

1. Your name: ______________________________
2. Where were you born? Nation__________ State__________ Town______________
3. Name of relative you interviewed: ______________________________
4. Relationship to you: ______________________________

Ask these questions to the person you interview:

1. Where were you born? ______________________________
2. Where did you live before you moved here?______________________________
3. When did you move here? ______________________________

   ____
4. Why did you move here? ______________________________

   ____

   ____
5. If you have always lived here, who was the first member of your family to live here and why did they move here?

   ____

   ____

   ____

   ____

   ____

   ____

You do not have to write down the answer to this question, but ask the person you are interviewing to tell you a favorite story about moving.

REASONS FOR MIGRATING

You have learned that the United States is a country of immigrants. People have migrated to the United States for all the reasons you have talked about in this activity. Below are listed some groups who have migrated to the United States. In front of each, write a P if the group migrated for political reasons, an E for economic reasons, an S for social reasons, an R for religious reasons, a C for climatic reasons, and an O for other reasons.

1._____ Potato crop ruined in Ireland. Many Irish people starve. Irish families migrate to the east coast of the United States (1840s and 1850s).

2._____ The transcontinental railroad is begun in California. Many Chinese men come to the west coast of the United States (1850s and 1860s).

3._____ The industrial revolution in the eastern United States offers thousands of factory jobs. Italians and Eastern Europeans come to the east coast (1880s-1910).

4._____ The Russian government passes laws against Jews. Russian immigration to the United States increases (1890-1900).

5._____ World War II ends. Many people are homeless in Europe. Europeans from all countries arrive in the United States (1945-1950).

6._____ There is a revolution in Cuba. Thousands of Cubans arrive in Florida (1960).

7._____ New governments take control of Southeast Asia. Hundreds of thousands of Southeast Asian immigrants come to the United States (1970s-1980s).

8._____ Civil war in Nicaragua and El Salvador causes people from these countries to enter the United States (1980s).

9._____ Pilgrims came to the United States to practice their religion (1600s).

These immigrants have created cultural connections between the United States and countries around the world.

MY SCHOOL AND THE WORLD

1. My name is: ____

2. I was born in: Nation__________ State_________ Town__________

3. My family moved here because…

24. ARCHITECTURE AND GLOBAL HISTORY

Introduction:

The connections between architecture, history, and geography are inescapable. In this activity, students identify those connections by searching popular publications. They then draw conclusions about the interactions of the three elements.

Objectives: Students will be able to:

1. Identify various architectural styles from throughout the world.
2. Draw connections between architectural styles and environment.
3. Appreciate the varieties of architectural responses to the environment.

Grade Level: 4-6

Time Required: 2-3 class periods

Materials and Preparation: You will need several world maps, poster paper or tagboard, scissors, glue, tape, and old magazines (*National Geographic, Architectural Digest, Country Home, Apartment Life, Sunset, Good Housekeeping*, etc.). Make copies of Handout 24-1 for all students.

Procedure:

1. Distribute Handout 24-1 and discuss the first paragraph. Then go over the directions for the research activity with students. Tell them they will have the rest of this period and one additional class period to do the assignment.

2. Hang up all posters and allow time for students to examine others' work.

3. Bring the class to order and discuss the questions from the assignment sheet. Probe regarding the effects weather and climate have on the selection of materials for buildings and the styles of building. What function do artistic elements serve? What styles of buildings are found in our community? How do they reflect climate? History? Why are government buildings usually easy to identify in our culture? Churches? What other types of buildings can be identified just by their shapes? What buildings in our town are influenced by other cultures? (Foreign restaurants and churches are the most likely here.)

Follow-up:

Arrange to take students on a walking tour through part of your community where they can see a range of architectural styles, with examples showing the influence of environment and history. Discuss what areas many of the settlers in your area came from and how this can be seen in the architecture of your community.

Activity based on a unit developed by Shaun P. Bresnanhan, Belchertown (MA) High School; adapted by Robert D. LaRue, Jr.

ARCHITECTURE RESEARCH PROJECT

A building is any human-made structure designed to provide shelter. Some buildings are also beautiful works of art. Buildings are made of materials selected for specific reasons. The style of each building—how it looks—is the result of many choices made by the builder. Some choices are artistic. Some are influenced by the environment. Some are influenced by history.

Follow the directions below to collect photographs or drawings of buildings from around the world and throughout time. Your teacher has a supply of magazines you can use to find pictures.

Collect pictures of three of the following:

An ancient building in North America
An ancient building in South America
An ancient building in Asia
An ancient building in Africa
An ancient building in Europe
An ancient building in Australia

Collect pictures of three of the following:

A modern building in North America
A modern building in South America
A modern building in Asia
A modern building in Africa
A modern building in Australia
A modern building in Antarctica

Collect pictures of three of the following:

A building made of water
A building made of tree products
A building made of rocks
A building made of metal
A building made of many kinds of products
A building made of an unusual material

Collect three pictures of the following:

People preparing materials for building

Be prepared to answer these questions about each of your pictures:

1. How did the climate affect the design of this building?
2. Where did the materials to make this building come from?
3. What do you like about how the building looks?
4. Could this building be built anywhere else and still be as good?
5. What is this building used for?
6. What else could you use this building for?
7. Can you tell just by looking at the outside of the building what it is used for? How?
8. Can you tell just by looking at the outside of the building what part of the world it is in?

Arrange all of your pictures on a sheet of poster paper or tagboard. Include a world map on your poster. Draw lines from each illustration to the map to show the building's location.

25. THE SPICE OF LIFE

Introduction:

Spices provide a good case study in global history. They provide a link with the past, in that the same spices that were used many years ago are still used today, although the ways in which they are used have evolved. Furthermore, spices were a key factor in the age of exploration, which brought more parts of the world in contact with each other than ever before.

Objectives: Students will be able to:

1. List several spices and how they are obtained and used.
2. Describe historical uses of spices.
3. Explain how spices helped spark the age of exploration.

Grade Level: 2-6

Time Required: 2 class periods

Materials and Preparation: Make copies of Handouts 25-1 and 25-2 for all students. You will also need a wall map of the world. If possible, you may want to bring samples of some spices for students to examine.

Procedure:

1. Tell students you are going to give them clues to a mystery substance (spices). Begin reading the clues below one by one, allowing time for speculation after each:

- Long ago, I was used to make perfume.
- Long ago, I was used in embalming fluids, the liquids put in dead bodies to slow the decomposing process.
- I used to be used in ointments and as a medicine.
- I was one of the ingredients used in incense, which was burned in churches.
- I have been used as money.
- I was used to keep foods from getting rotten.
- You probably have some of me in your house.
- Cinnamon, pepper, and ginger are three examples of me.

2. When students have identified spices as the mystery substance, ask if they were surprised by the many uses to which spices have been put. Ask: How do we use spices today? (To give food flavor) Ask students to speculate on how people might have discovered that spices give food flavor. Share with them the theory offered by some anthropologists, who suggest that an ancient human probably

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Activity developed by Laurel R. Singleton.

wrapped a piece of meat in a leaf to keep the dirt and ashes from the fire pit off the meat; when the meat was eaten, it tasted better.

3. Explain that spices can be made from the seeds, leaves, bark, flower buds, berries, and roots of plants. Distribute Handout 25-1, which provides examples of spices made from various parts of plants, along with some information about their use. Ask students to find out how many of the spices shown on the handout they have in their homes.

4. At the beginning of the next class period, allow time for students to share the result of the "spice-rack inventory." If possible, you may want to have a sample of each spice available for students to smell and taste.

5. Distribute Handout 25-2 and have students identify the six popular spices and where they were found. Ask students to speculate on why the location of these spices might have been important in world history.

Many years ago, Arabs controlled the spice trade in the Middle East and Europe. They took huge caravans of camels—as many as 4,000—across land to western India. Here, they bought spices from the Indians and from Chinese traders who had journeyed there. They then returned to the cities of Nineveh, Babylon, and Alexandria with the spices. From Alexandria, the spices were shipped to Europe.

Getting the spices took a long time and was very hard work, but the demand for spices was high. Because there were no refrigerators at that time, people often had to eat spoiled meat. Spices could keep meat from spoiling and could also hide the bad taste of rotten meat. The high demand and the fact that the spices were hard to get made them very expensive. Only rich people could afford to buy them.

Spices could be traded for other goods. For example, if you had a pound of ginger, you could trade it for a sheep.

The Arabs had never told people in Europe where they got the spices. Everything changed when a young man named Marco Polo traveled to Asia in 1271. He discovered that spices came from Cathay (the old name for China) and other areas in Asia. He returned to Europe and told people what he had found.

Explorers began dreaming of finding a water route to the Indies (India, China, Southeast Asia, and Japan). Portuguese sailors began trying to sail around Africa to the Indies. Christopher Columbus thought sailing west would be a shorter route. The race was on!

6. Share the following information with students, using a world map to illustrate the story. Students may want to add some of the information to their Handout 25-2 maps.

7. Discuss the information presented with students, focusing particularly on how spices helped spark the age of exploration. Ask students if there is any resource today that is so precious it would cause people to make dangerous journeys into the unknown.

Follow-up:

1. Older students might conduct research to find out which European countries became most involved in the spice trade. They might also find out and map where the six most popular spices of ancient times are grown today.

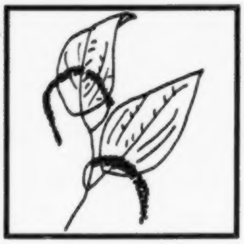
2. Encourage students to find out what two spices Columbus found in the Americas (allspice and capsicum, a pepper plant). How are these spices used today?

3. Handout 25-3 provides international recipes using cinnamon. If time permits, let students make and sample the recipes. Which do they prefer? Why? What do they think accounts for the popularity of this spice?

WHERE SPICES COME FROM

Spices can come from many different parts of a plant. Some examples are given below.

Berries



Pepper is an example of a spice made from berries. Peppers grow on vines. The berries are found in clusters of as many as 50 berries. When a pepper berry has been dried, it is called a peppercorn. Peppercorns are ground to make the pepper we sprinkle on our food.

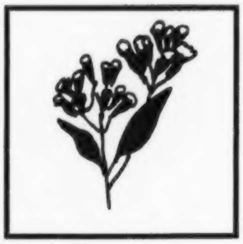
In olden times, pepper was the most valuable spice. It was often used as money. Even today, pepper is used in unusual ways. For example, people in France sprinkle pepper on their carpets to keep moths out.

Bark

Cinnamon is made from the bark of the cinnamon laurel tree. The bark of a tree (it must be at least six years old) is cut and peeled off. As it dries, it curls up into long sticks. The sticks are ground up into powder.

Long ago, cinnamon was often given as a gift to a king or other important person. It was sometimes burned at religious ceremonies. Romans took baths in cinnamon water. It is used as a flavoring for everything from bread to fruit to tea.

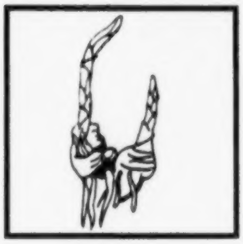
Flower Buds



Cloves are made from the flower buds of the clove tree. The buds are picked before they are open. They are reddish but dry into a dark brown. Dry cloves look like small nails.

Ancient Chinese people put cloves in their mouths before talking to the king. The cloves made their breath smell good. Oil of cloves was used to ease the pain of a toothache. Today cloves are used with such foods as baked hams, squash, and desserts; cloves are also used in ketchup.

Roots



Ginger comes from the root of a ginger plant. The plant must grow for about a year before the roots can be used. After the plant is dug up, the roots are washed and dried. They can be used whole, cracked, or ground.

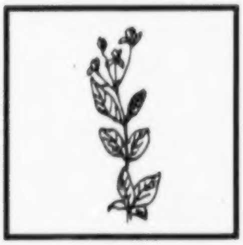
This spice has been used to make gingerbread for as much as 5,000 years. It was almost as valuable as pepper. It was the first of the Asian spices to be grown in the Americas.

Seeds

Sesame seeds are small white seeds from a plant that grows in warm climates. The seed is sold whole and untoasted.

Sesame seeds were an important food for Greek and Roman soldiers on their long marches. Today they are used on breads and rolls, as well as in sweets.

Leaves



The marjoram plant grows about two feet tall. Its grayish-green leaves are used to flavor stews, soups, and meats.

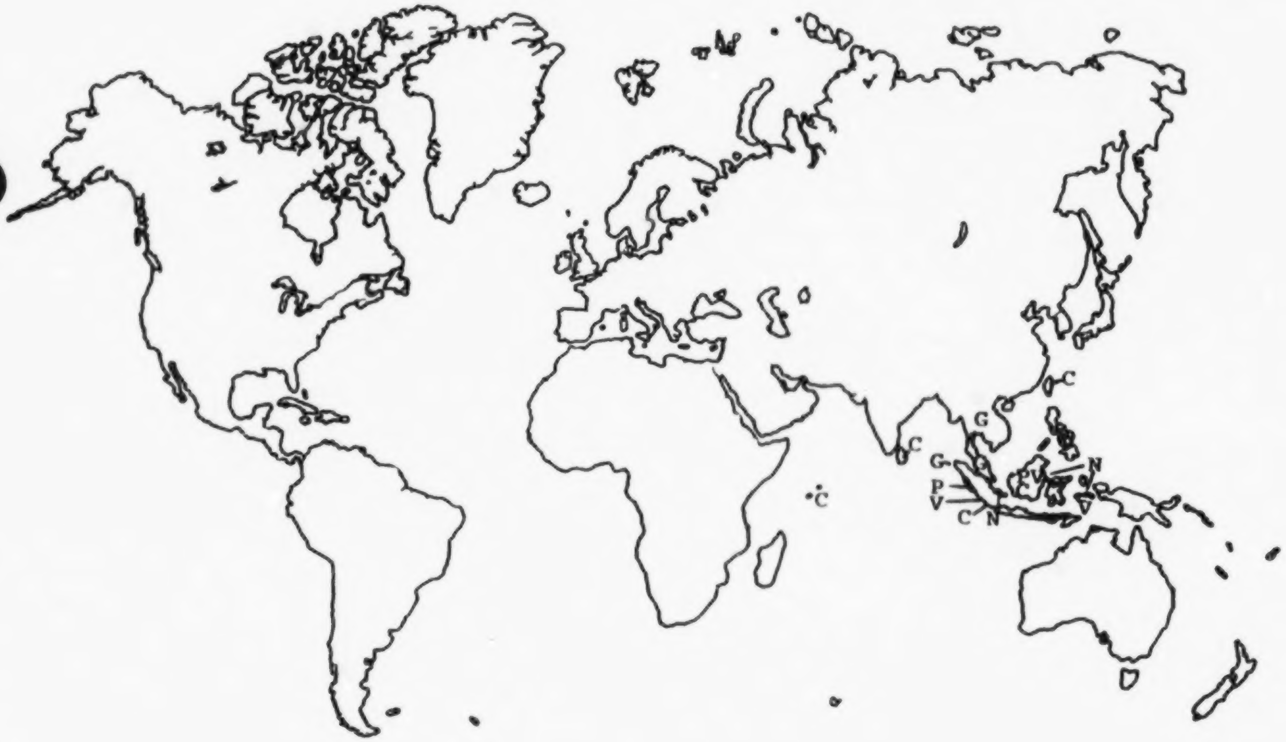
Marjoram is a symbol for love. It has been used in perfumes and as a medicine. It is even said that Venus created marjoram to heal a wound caused by Cupid's arrow.

THE SIX MOST POPULAR SPICES

The six most popular spices long ago were pepper, cinnamon, nutmeg, mace, cloves, and ginger. The map below shows where these spices were grown. What do you notice about where the spices were grown? Why would this be important?

Key

pepper—P
cinnamon—C
nutmeg and mace (from same plant)—N
cloves—V
ginger—G



SNICKERDOODLES (United States)

Makes about 3 dozen cookies

Ingredients

3 cups all-purpose flour
1/2 t. salt
3/4 t. baking soda
1 cup soft butter or margarine (2 sticks)
1 1/2 cups sugar
1 t. vanilla
2 eggs
1/4 cup milk
1 T. butter for cookie sheets

For Topping: 3 T. sugar
3 T. cinnamon

Directions

1. Preheat oven to 375°F.
2. Put the butter or margarine into a large mixing bowl and cream it well. Then add the sugar, a little at a time, beating until smooth. Stir in the vanilla.
3. Add the eggs to the butter and sugar mixture.
4. Add the milk and the dry ingredients. Stir to combine.
5. Combine the sugar and cinnamon for the topping in a small bowl.
6. Grease 2 cookie sheets.
7. Drop large teaspoonfuls of dough onto the greased cookie sheet about 1 inch apart. Use your finger or another spoon to get the dough off the teaspoon. Sprinkle the tops of the cookies with cinnamon and sugar.
8. Bake about 10 minutes until cookies are brown around the edges.
9. Remove from oven and loosen cookies from sheets while still warm.

SURPRISE RICE PUDDING (Sweden)

Ingredients

3 T. butter
1 cup rice
3/4 cup water
1 qt. milk
1 cinnamon stick, or 1 t. cinnamon
4 T. sugar
1/4 t. salt
1 t. vanilla
1 whole almond

Directions

1. Melt the butter in a saucepan. Add the rice and water. Bring to a boil and cook, stirring, for about 5 minutes.

2. Add the milk, cinnamon, sugar, salt, and vanilla.

3. Simmer for about 20 minutes, stirring every few minutes. Be careful not to let the milk boil over.

4. When the milk is almost gone and the rice is soft, turn off the heat and stir in the almond. Pour into a serving bowl and serve warm.

GROUNDNUT CRUNCH (Tanzania)

Ingredients

1/4 lb. unsalted peanuts
1/3 cup water
1/3 cup sugar
1/2 t. cinnamon

Directions

1. Shell the peanuts and chop them fine.
2. In a heavy-bottomed saucepan, heat the water and sugar over low heat, stirring constantly until the sugar dissolves.
3. Add the peanuts and cinnamon and continue stirring for about 3 minutes, until the sugar turns light brown. Be careful that the mixture doesn't burn.
4. Remove the pan from the heat and let cool about 10 minutes, until cool enough to handle but still soft.
5. Pick up bits of the mixture and shape into 1-inch balls. Place on waxed paper until set.

26. THE GLOBAL GOURMET

Introduction:

Young people are linked to a global community in many ways—some ways so commonplace that students do not recognize the connections. The wide variety of foods that young people eat every day provide one vehicle for helping students recognize their ties—both current and historical—to a global community.

Objectives: Students will be able to:

1. Identify the international origins of everyday foods.
2. Discuss how international influences enrich a national culture and experience.
3. Hypothesize about how foods from around the world became a part of American cooking.

Grade Level: 2-6

Time Required: 1 class period

Materials and Preparation: Make copies of Handout 26-1 for all students. If you plan to use the Follow-up activity, you will also need copies of Handout 26-2.

Procedure:

1. Ask students if they like any foods from other countries. What foreign foods do students like or eat regularly? On the chalkboard, compile a list of foreign foods that students eat and enjoy, noting where each food originated. Student answers will probably include such items as tacos and nachos (Mexico), spaghetti and pizza (Italy), egg rolls (China), and ramen or Cup O'Noodles (Japan).

2. Tell students that, in fact, a great many of the foods they eat every day came originally from some other part of the world. If students look closely enough, they may be surprised to realize how many international foods they eat.

3. Distribute copies of Handout 26-1. As you read the story aloud to the class, ask students to stop you each time a food from another country is mentioned. Compile a list of the foreign foods students identify on the chalkboard, as well as their country or region of origin.

4. Next, ask a student volunteer to read the story aloud a second time. Using the version of the story provided in the Teacher Background, stop the student reader each time a food from another country is mentioned. For younger students, you may read or describe the history of each international food item. For older students, you may want to simply identify the food item, having students discover the geographic origin and history of the food in a short library research project.

Activity developed by Lynn Parisi.

5. Discuss findings in class. How many different countries is the global gourmet tied to through the foods he or she eats every day? In what ways does food tie the people of the world together? How did these foods become part of the American diet? (Trade routes, immigrant groups, travel experiences of Americans to other countries) Using a wall map, have students trace the routes some sample foods took from their place of origin to the United States. What would the American diet be like without all these foods?

Follow-up:

As an extension activity, students may conduct a supermarket search to identify the variety of foods from other countries that are available in their community. Distribute Handout 26-2 to each student or to students working in groups. Ask students to accompany a parent during a grocery shopping trip and to locate as many international examples of each food group as possible. Have students compare findings in class.

Teacher Background:

THE GLOBAL GOURMETS

Mrs. Gourmet has a bowl of strawberry yogurt, a piece of toast, and a cup of tea.

STOP. *Yogurt* was developed in Eastern Europe or Central Asia hundreds of years ago. It was a staple food product in Bulgaria, Russia, Turkey, Greece, and India, to name a few countries, before it became popular as a health food in the United States just 20-30 years ago. Yogurt is made from goat, sheep, or cow milk, soured and curdled by a special bacteria, called lactobacillus.

Tea was first grown in southwest China centuries ago. British traders who went to China in the 1600s brought tea back to England and Europe, where it became a very popular hot beverage. British colonists came to America in the 1700s, bringing their fondness for tea with them.

Mr. Gourmet has scrambled eggs, toast, and coffee.

STOP. *Coffee* probably first came from Ethiopia, where it still grows wild. In the 1500s, traders brought coffee up the Red Sea to Egypt. Coffee was first drunk in England and France in the 1600s. Spanish and Portuguese settlers began to cultivate coffee in South America in the 1700s.

Jennifer has oatmeal.

STOP. Eating hot *oatmeal* has been a breakfast tradition in the British Isles, especially Ireland and Scotland, for hundreds of years. British colonists brought the tradition to North America.

David has granola with dried pineapples and bananas. They each have a cup of hot chocolate.

STOP. *Granola*, which started out in the United States as a health-food cereal, is adapted from a traditional Swiss breakfast cereal called meusli. Similar to granola, meusli is made of roasted nuts, fruits, and grains.

Originally from India and Southern Asia, *bananas* are now grown all over the world in warm climates. Arab traders brought bananas into Egypt. In the 15th century, Portuguese traders brought the fruit from Africa to the West Indies and the Americas.

Pineapple is one of the world's most important and popular tropical fruits. The pineapple originated in South America and was carried from there to other tropical locations by European explorers.

Hot chocolate was a popular drink of the Aztec Indians of Mexico long before the Spanish arrived in the New World. The explorer, Hernando Cortéz, brought chocolate back with him to Spain in 1526. Throughout Europe, chocolate became a popular drink. However, it was very expensive because the chocolate beans had to be brought from South and Central America and then roasted and ground to get the chocolate into edible form. Europeans who came to North America to settle brought their taste for chocolate with them.

David eats a chocolate bar with almonds.

STOP. *Chocolate* originated in South and Central America.

Almonds originated in the Mediterranean and are now grown in South Africa, Australia, Spain, Italy, and California.

Hamburgers on sesame seed buns... plenty of ketchup.

STOP. *Hamburgers* get their name from meat patties invented in Hamburg, Germany. The *sesame seeds* that top popular hamburger buns have been grown in Africa, India, and China since ancient times. Although sesame seeds are used mostly as a condiment in the United States, the seeds are a staple food product in the Middle East. There, sesame seeds are the raw material for cooking oil and candies.

In Southeast Asia, *ketchup* is a general word that describes a variety of sauces made from fish, seafood, or vegetables. Europeans borrowed the word to describe a sauce they made from tomatoes.

Chewing gum.

STOP. *Chewing gum* is made from "chicle," a rubbery sap that comes from the sapodilla, a tree that only grows in the Yucatan Peninsula and Central America.

Corn chips.

STOP. *Corn chips* are a snack food that has become popular in the United States in the past 20 years. Corn chips are adapted from the traditional fried corn tortillas of Mexico and Central America.

Hot dogs, salad, and rice.

STOP. *Hot dogs* are a popular American food that originated in Germany. Hot dogs are the common name for frankfurters, German smoked sausages. The name hot dog was adopted during World War I, when the United States was fighting against Germany. At that time, patriotic Americans did not want to use German words for their foods.

Rice has been a staple food grain of Asia for over 5,000 years. Arabs carried rice from Southern Asia to the Middle East, Italy, and Spain. Rice is now grown all over the world, including Spain, Portugal, France, the United States, and most countries of Asia.

THE ALL-AMERICAN GOURMETS

It's Monday morning. The Gourmet family sits down to breakfast at 7:00. Mrs. Gourmet has a bowl of strawberry yogurt, a piece of toast, and a cup of tea. Mr. Gourmet has scrambled eggs, toast, and coffee. The two Gourmet children, Jennifer and David, each have cereal. Jennifer has oatmeal. David has granola with dried pineapples and bananas. They each have a cup of hot chocolate with their cereal.

Later that morning, at school, David begins to feel hungry. He searches in his lunch bag and finds that his mother has included a chocolate bar with almonds for his dessert. He eats it at about 11:00. Still hungry, David waits patiently until the lunch bell rings at 12:00.

At 12:00, David races to the cafeteria to eat. At the lunch table, he opens his sack to find that his mother has packed a tuna fish sandwich and an apple. "Yuck," David thinks. "I hate tuna fish." David gives his lunch away to a friend. He gets in line to buy lunch. It's a choice between fried chicken and hamburgers on sesame seed buns, cole slaw, and French fries. David picks the hamburger, with pickles, lettuce, and plenty of ketchup.

After lunch, the afternoon drags slowly. A friend gives David a piece of chewing gum, which picks him up. After school David races home. Jennifer is already home. She is eating corn chips and drinking a cola while she works on her computer. David helps himself to chips. He goes to his room to study but falls sound asleep until his mother calls him for dinner.

For dinner the Gourmet family has hot dogs, salad, and rice, with brownies for dessert.

Handout 26-2

Page 1 of 2

SUPERMARKET SEARCH

Go on a grocery shopping trip with one of your parents. For each of the categories below, try to find as many different international examples of this food product as you can. You can get clues about the origin of the food from product names, written information on the wrapper, or pictures.

Breads from around the world

Try to find at least five breads from different places around the world.

	Name	Country of origin
1.		
2.		
3.		
4.		
5.		

Vegetables

Write the names of at least five vegetables that were originally grown in another part of the world. Your parent or a grocer may be able to help you.

	Name	Country of origin
1.		
2.		
3.		
4.		
5.		

Fruit

Identify at least five fruits brought to the United States from another country.

1. ____________________ ____________________
2. ____________________ ____________________
3. ____________________ ____________________
4. ____________________ ____________________
5. ____________________ ____________________

27. THE AMERICAN AND FRENCH REVOLUTIONS

Introduction:

This lesson is designed to help students understand that ideas have been shared among peoples, using the American and French Revolutions as a case in point. Students organize data, place selected historical dates on comparative timelines, and use those timelines as a basis for group discussion.

Objectives: Students will be able to:

1. Organize and present data chronologically.

2. Compare the early historical development of U.S. and French constitutional rights and freedoms.

3. Distinguish facts from value judgments.

4. Hypothesize about the possible influence of the American revolutionary experience on the French Revolution.

Grade Level: 5-6

Time Required: 1 class period

Materials and Preparation: Make copies of Handout 27-1 and 27-2 for all students.

Procedure:

1. Ask students to list some of the connections among poeple around the world that they have learned. Point out that ideas connect people too. Both now and in the past, people in various parts of the world have learned from the ideas of people in other parts. Today they are going to look at one example of such sharing involving the United States and France.

2. Distribute Handouts 27-1 and 27-2. Have students spend a few minutes reading Handout 27-1. Then ask students, working either individually or in small groups, to arrange the historical events presented in Handout 27-2 in chronological order. Students should then place the historical events for the two countries on the comparative timelines on the worksheet. (**Note:** Some events may require placement on both countries' timelines.) Students might wish to use contrasting colors to highlight dates on the two countries' timelines.

3. Next, have students draw the comparative timelines on the chalkboard or on poster paper. At this point you might wish to have students combine the two timelines into a single timeline. Verify that the presentation is accurate and complete.

4. In class discussion, ask students to compare the time frames within which the two revolutionary events occurred:

Activity developed by Charlotte Redden for The Ideas and Ideals of the Bill of Rights Around the World Project, Social Science Education Consortium, 1991.

- Which revolution began first? Which constitution was adopted first? Which was adopted first—the U.S. Bill of Rights or the French Declaration of the Rights of Man?
- How might the American experience have influenced events in France?
- How might the French Declaration of the Rights of Man have influenced the drafting of the American Bill of Rights?
- How did ideas flow between America and France?
- What types of people in America and France were leaders in the revolutionary movements and the drafting of constitutional documents?
- The items listed on the worksheet are verifiable facts. Some items in the historical notes are facts, others are judgments. Identify the facts and judgments in the historical notes.

Follow-up:

Have students conduct research to find out what other countries have been influenced by the U.S. Constitution in drafting their own constitutions. Have attempts to "borrow" from our constitution or impose it on other countries been successful?

HISTORICAL NOTES

Even in the 1700s, the Atlantic Ocean did not prevent the exchange of ideas between Europe and North America. For example, writings of the French philosopher Montesquieu were published in colonial newspapers like the Boston *Gazette*.

During the American Revolution, the Marquis de Lafayette came to America from France. He was ready to risk his fortune, his relatives' condemnation, and his life to join the colonists' fight for liberty. The friendships between people like George Washington and Lafayette lasted for many years.

Jacques Brissot, a journalist and French revolutionary, believed that, "The American Revolution has been the mother of the French Revolution."

Thomas Jefferson used his experience in drafting a plan for Virginia's government and the American Declaration of Independence to advise Lafayette on the French Declaration of the Rights of Man. Jefferson was often consulted as the French Constitution was written.

Thomas Paine, author of "Common Sense," went to England in 1787. There he wrote *The Rights of Man*. This document provided an argument for the French Revolution.

Thomas Jefferson's goal, for many years, had been to decrease American dependence on Britain. He hoped to do this by strengthening ties to France. In 1785 Thomas Jefferson replaced Benjamin Franklin as the American Minister to France. Jefferson remained in France until 1789.

The burden of "unfair" taxes imposed by an "uncaring" monarchy played a role both in the American and French Revolutions.

U.S. historians are split in their opinions regarding the influence of French thought on the founders of the U.S. system of government.

The authors of the first French constitution reviewed in some detail the constitutions of Pennsylvania, Virginia, Maryland, and Massachusetts.

Lafayette sent drafts of the Declaration of the Rights of Man to Madison and Hamilton for comment and met with Jefferson and Franklin in Paris to discuss the document.

The individual rights set forth in the French Declaration of the Rights of Man were not based on the original text of the U.S. Constitution. The original U.S. Constitution lacked a Bill of Rights, which was not ratified until after the Declaration of the Rights of Man was issued. The roots of BOTH the Declaration of Rights and the Bill of Rights can be traced to state constitutions. These state constitutions were the subject of much discussion in both America and France.

The French Declaration of the Rights of Man and the American Bill of Rights were written almost simultaneously. Madison submitted his draft of the Bill of Rights on June 8th and Lafayette presented his proposal to the French Assembly on July 11th.

COMPARATIVE TIMELINES WORKSHEET

Arrange these events in the order in which they happened. Then put each event on the correct side of the timeline. Some may go on both sides.

1. 1792—First French Republic proclaimed
2. 1765—Colonial Stamp Act Congress meets
3. 1789—Fall of the French Bastille to the revolutionary mob
4. 1793—King Louis XVI executed
5. 1778—France makes an alliance with America and declares war on Britain
6. 1791—U.S. Bill of Rights adopted
7. 1789—French Third Estates declares itself the National Assembly
8. 1775—Armed conflict begins at Concord and Lexington
9. 1789—Constitution of the United States adopted
10. 1791—King Louis XVI accepts the French Constitution
11. 1754—Washington leads skirmish against French patrol, setting off the French and Indian War
12. 1781—American and French victory over British at the Battle of Yorktown ends the American Revolution
13. 1787—French Assembly of Notables meets to discuss taxes
14. 1776—Declaration of Independence
15. 1795—Napoleon begins rise to power
16. 1785—Thomas Jefferson replaces Benjamin Franklin as U.S. Minister to France
17. 1789—French Declaration of the Rights of Man issues
18. 1781—American Articles of Confederation approved
19. 1776—Virginia's Bill of Rights approved

American Timeline		**French Timeline**
	1750	
	1760	
	1770	
	1780	
	1790	
	1800	

ADDITIONAL RESOURCES FOR TEACHERS

The lists below suggest the variety of resources available in the area of global studies and the range of organizations and projects with interests in the area. Many of the materials listed contain bibliographies of additional materials, and all of the organizations can provide more information about specific or general topics related to the field. These lists are provided simply as starting points for developing your own resource collection on global studies.

Materials

Castles, Codes, Calligraphy (Santa Barbara, CA: Learning Works, 1984).

This reproducible activity book contains three units of activities. "Castles" helps students discover how and why castles were built and learn what life was like within their walls. "Codes" provides encoding and decoding activities, while "Calligraphy" examines the historical background of well-known alphabets. Each section includes more than 50 activities, bulletin board and learning center ideas, a pre/post test, and an award to be given to students on completing each unit.

Challenge Around the World (Carthage, IL: Good Apple, 1991).

This board game contains 1,440 questions that will help students learn factual information about the countries of the world. The game board, a world map, also encourages students to learn basic geographic information.

Chase's Annual Events: The Day by Day Directory (Chicago: Contemporary Books, annual).

This publication covers holidays, holy days, national and ethnic days, seasons, astronomical phenomena, festivals and fairs, anniversaries, birthdays, special events and traditional observances of all kinds, the world over. Little else need be said about the contents of this information-filled resource.

Complete Book of the Olympics, The, by David Wallechinsky (New York: Penguin Books, 1988).

This resource covers the modern Olympics, providing results for every event held since the Olympics began in 1896. Also provided are many stories about Olympic history that students will find interesting.

Cooperative Learning, Cooperative Lives, by Nancy Schiedewind and Ellen Davidson (Dubuque, IA: William C. Brown, 1987).

Subtitled, A Sourcebook of Learning Activities for Building a Peaceful World, this book contains more than 100 classroom activities designed to help students understand the importance of cooperation.

Ethnic Celebrations Around the World (Carthage, IL: Good Apple, 1991).

This book for teachers in grades 3-8 provides activities for studying 100 historic and modern festivals from 16 countries. Comparisons are made between festivals that reflect similar concerns or values; for example, China's Chi Hsi Festival is compared to Valentine's Day. Many craft, cooking, and art projects are included.

Faces: The Magazine About People (Peterborough, NH: Cobblestone Publishing, nine times yearly).

This magazine for children focuses on lifestyles, beliefs, and customs found throughout the world. It also explores problems faced by people in various cultures. Each issue includes articles, stories, and activities focused on such themes as ancestors, ancient Mexico, children's health, cloth, desert life, storytelling, and Haitians.

Flags, by Eric Inglefield (New York: Arco Publishing, 1984).

This book contains full-color reproductions of all the national flags. Some history is also given for each flag, as are basic patterns for designing flags.

Folk Tale Plays Round the World, by Paul T. Nolan (Boston: Plays, Inc., 1982).

This book contains 16 plays based on folk tales of such countries as Poland, Greece, Spain, and China. For each play, the author provides notes on production, acting style, and cultural aspects.

Folktales Audiotapes: Teaching Reading Through Visualization and Drawing, by Laura Rose (Tucson, AZ: Zephyr Press, 1993).

This audiotape presents two traditional folktales, each featuring singing and musical instruments from the country of origin. Among the cultures represented are Russia, Japan, Denmark, West Africa, and the Ojibway. All the stories have been selected to include predictability and repetition to encourage involvement and memorization; all are nonviolent.

"Folk Tales and Stories: An Elementary Student's Passport to the World," *Social Studies and the Young Learner* 4, no. 1 (September/October 1991).

This special insert was jointly prepared by the National Council for the Social Studies and the U.S. Committee for UNICEF for use in grades 4-6. The insert presents a five-lesson unit focusing on how folktales, myths, legends, and modern stories help "explain the everyday lives of people and their cultural heritage." *Social Studies and the Young Learner* often contains articles and teaching suggestions related to global education, making it a good general resource for teachers.

Folk Toys Around the World and How to Make Them, by Virginia Fowler (Englewood Cliffs, NJ: Prentice-Hall, 1984).

This book provides instructions for 30 projects related to folk toys in various places around the world. The projects also represent different time periods, so both cultural and historical dimensions can be addressed.

Games They Played, The: Sports in History, by Richard B. Lyttle (New York: Atheneum, 1982).

This children's book covers the history of sports in Greece, Rome, Germany, Egypt, Spain, and Holland, as well as in the Eskimo and Mayan cultures.

Globalchild: Multicultural Resources for Young Children (Palo Alto, CA: Addison-Wesley, 1991).

This collection of 200 activities uses music, dance, games, food, clothing, and art to encourage hands-on exploration of diverse cultures. The activities are organized around five "universal themes": harvest, masquerade, festivals of light, the new year, and spring. The activities are appropriate for grades K-3.

Global Geography: Activities for Teaching the Five Themes of Geography in Grades 3-9, developed by the Massachusetts Geography Alliance (Boulder, CO: Social Science Education Consortium, 1990).

This teacher resource presents 27 activities for teaching the five themes of geography in a global context. Following two introductory activities, the book presents five lessons on each theme: location, place, relationships within places, movement, and regions. Numerous student handouts are provided.

Global Education: From Thought to Action, edited by Kenneth A. Tye (Alexandria, VA: Association for Supervision and Curriculum Development, 1992).

This 1991 ASCD yearbook presents rationales for global education along with a series of articles on practices in the field. The articles deal with such topics as teacher development and global education, global education partnerships between schools and universities, and school-community partnerships in global education programs.

Global Education: School-Based Strategies, edited by Kenneth A. Tye (Orange, CA: Interdependence Press, 1990).

This book presents case studies on ten individual school global education projects that can serve as models for other schools interested in implementing global education programs or curricula.

Global Issues in the Intermediate Classroom, by Jacquelyn Johnson and John Benegar (Boulder, CO: Social Science Education Consortium, 1988).

Designed to make full use of students' natural curiosity, the lessons and activities in this newly revised book will help students discover how global issues affect their community and how local decisions and actions affect people around the world. The book's three major sections are "Global Awareness," "Global Interdependence," and "Cross-Cultural Understanding."

Global Primer: Skills for a Changing World, by H. Thomas Collins and Fred Czarra (Denver, CO: Center for Teaching International Relations, 1991).

This book offers a variety of high-interest global studies learning activities especially designed to develop elementary students' skills. The lessons can be used in social studies, math, science, or language arts classes. They are grouped into four categories: "World Basics," "World Awareness," "World Communications," and "Map and Globe Skills."

Laughing Together: Giggles and Grins from Around the Globe, compiled by Barbara K. Walker (Minneapolis, MN: Free Spirit, 1992).

This book contains jokes, cartoons, funny stories, humorous poems, riddles, and one-liners from around the world; many of the jokes are provided in the original language, along with English. In addition to amusing students in grades 4-8, the book should help them appreciate the role of humor in human experience.

Making a World of Difference: Creative Activities for Global Learning, developed by the Office on Global Education, National Council of Churches (Denver, CO: Center for Teaching International Relations, 1989).

This resource contains activities designed to develop a global perspective. Many of the activities link the local and the global. The book can be used with all ages and with community groups.

Metropolitan Museum of Art Activity Book: Crafts, Models, Toys, Games, Puzzles, and Mazes Inspired by the Treasures in the Museum's Collection, by Osa Brown (New York: Abrams, 1990).

This book presents full-color illustrations of museum pieces, along with instructions for making such items as Japanese Carp Kits, Peruvian Masks, and Roman Mosaics.

Multicultural Projects Index: Things to Make and Do to Celebrate Festivals, Cultures, and Holidays Around the World, by Mary Anne Pilger (Littleton, CO: Teacher Idea Press, 1992).

This resource describes nearly 1,000 projects related to holidays or celebrations around the world.

National Anthems of the World (New York: Sterling Publishing, 1985).

This resource contains 172 national anthems. Included are the words in the original language, an English translation, and piano accompaniment.

New Children Around the World, by Jane Caballero and Derek Whordly (Atlanta, GA: Humanics Learning, 1990).

This resource for grades K-3 is designed to help students understand diverse cultures. Covering 35 countries around the world, as well as Alaska and Hawaii, the book presents a brief history, activities, recipes, and games on each.

New Global Yellow Pages, The (New York: American Forum, 1989).

This resource lists 172 organizations, associations, or projects that provide materials or services related to global education. The listings are extensively annotated, and the book is well indexed to make finding relevant resources easy.

One World: Countries Database (Culver City, CA: Social Studies School Service, 1987).

This computer data base—available in a variety of Apple, Commodore, and IBM versions—contains information on 178 nations. The data base covers information in 33 geographical, economic, and demographic categories and can be searched using multiple criteria.

Our Global Village (St. Louis, MO: Milliken, 1990).

This series of four activity books is designed to introduce students in grades K-3 to cultures in Africa, Australia, Japan, and Mexico. The books include foreign language exercises, as well as craft activities, cooking, and other hands-on experiences.

Protecting Our World (Culver City, CA: Social Studies School Service, 1991).

This three-book series was developed by the British publisher Usburne. Each book focuses on protection of a particular aspect of the environment—endangered species, trees and forests, and rivers and seas. The books suggest ways that readers can help solve environmental problems.

See Me, Share My World: Understanding the Third World through Children's Art (Warwick, RI: Plan International, 1990).

This curriculum package contains 16 large pictures with explanatory notes, along with a teacher handbook and a teacher-training video. The purpose of the package is to introduce students to children of developing nations and to encourage them to investigate the similarities and differences among children around the globe.

"Simulations for a Global Perspective," *Intercom* No. 107 (New York: American Forum, 1985).

This issue of the global studies periodical *Intercom* brings together games that appeared in previous numbers (many now out of print). The games focus on such areas as cooperation, conflict resolution, international law, the environment, and energy.

Skipping Stones: A Multicultural Children's Quarterly (Eugene, OR: Skipping Stones, quarterly).

Skipping Stones is a magazine for teachers and students to read together. Each issue has a theme topic or culture; for example, recent issues focused on "The Land and People of the Soviet Republics" and "Women of Many Ages and Places." Included are poetry, articles, photographs, maps, activities, recipes, and reader contributions.

State of the World, The, by Lester R. Brown and others (Washington, DC: Worldwatch Institute, annual).

The Worldwatch Institute annually publishes this report on the world's resources and how they are being used. While not suitable for use by elementary students, the book provides valuable information for teachers.

Teaching About Cultural Awareness, by Gary Smith and George Otero (Denver, CO: Center for Teaching International Relations, 1989).

The general goals of the activities in this book are to increase awareness of cultural differences, to help students become aware of the diversity of ideas and practices found in human societies, to help them compare these ideas and practices, and to encourage student recognition of their own cultural perspectives. The lessons are suitable for students in grades 4 and above.

Teaching Reading in the Social Studies: A Global Approach for Grades K-5, by Colleen M. Rickert and Mary Gold (Denver, CO: Center for Teaching International Relations, 1990).

This resource provides activities for teaching global studies and reading skills simultaneously. The three sections of the book—"Our World," "Our Expanding World," and "Variety of Cultures"—emphasize vocabulary development, reading comprehension, and reading study skills.

Whole Earth Holiday Book, The, by Linda Polon and Aileen Cantwell (Glenview, IL: Scott, Foresman, 1983).

This teacher resource describes more than 50 holidays around the world. For each, the book provides the history and related customs, as well as an activity to sharpen language arts skills. The book is arranged to follow the school year.

Worldways: Bringing the World into the Classroom, by Pamela Elder and Mary Ann Carr (Menlo Park, CA: Addison-Wesley, 1987).

This teacher resource book provides a "broad-based rationale for teaching with a global perspective," supported by 76 activities and an extensive resource section. The wide-ranging topics of the activities may be used in language arts, social studies, math, science, art, home economics, and physical education. The teaching strategies are also varied.

Organizations

American Forum for Global Education
45 John Street, Suite 908
New York, NY 10038

Asia Society
725 Park Avenue
New York, NY 10021

Center for Teaching International Relations
University of Denver
Ben M. Cherrington Hall, Room 210
Denver, CO 80208

Center for World Education
College of Education and Social Services
University of Vermont
Burlington, VT 05405

Educators for Social Responsibility
23 Garden Street
Cambridge, MA 02138

ERIC Clearinghouse for Social Studies/Social Science Education
Indiana University
2805 East 10th Street
Bloomington, IN 47405

Global Education Office
Boston World Affairs Council
22 Betterymarch Street
Boston, MA 02109

Global Learning
1018 Stuyvesant Avenue
Union, NJ 07083-6023

Links
Elliott School of International Affairs
George Washington University
Washington, DC 20052

Massachusetts Global Education Project
Winchester Public Schools
154 Horn Pond Brook Road
Winchester, MA 01890

Mershon Center
Ohio State University
199 West 10th Avenue
Columbus, OH 43201

Middle East Outreach Council
Dr. Kent Kimble
University of Utah
Middle East Center, Building #113
Salt Lake City, UT 84112

National Committee for World Food Day
1001 22nd Street, NW
Washington, DC 20437

National Council for the Social Studies
3501 Newark Street, NW
Washington, DC 20016

National Geographic Society
17th and M Streets, NW
Washington, DC 20036

Organization for Economic Cooperation and Development
1750 Pennsylvania Avenue, NW
Washington, DC 20006

Oxfam America
115 Broadway
Boston, MA 02116

People-to-People International
501 E. Armour Boulevard
Kansas City, MO 64109

Population Reference Bureau
1875 Connecticut Avenue, Suite 520
Washington, DC 20009-5728

Reach Center for Multicultural and Global Education
239 North McLeod
Arlington, WA 98223

Social Science Education Consortium
3300 Mitchell Lane, Suite 240
Boulder, CO 80301-2272

Stanford Program on International and Cross-Cultural Education
Stanford University
Littlefield Center, Room 300
Lausen Street
Stanford, CA 94305

Student Letter Exchange
63 Third Avenue
New York, NY 10017

UNICEF
866 United Nations Plaza
New York, NY 10017

United Nations Association of the USA
485 Fifth Avenue
New York, NY 10017-6104

World Affairs Council of Philadelphia
1314 Chestnut Street
Philadelphia, PA 19107

Worldwatch Institute
1776 Massachusetts Avenue, NW
Washington, DC 20036

World Wise Schools
Peace Corps of the United States
1990 K Street, Suite 7617
Washington, DC 20526